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ABSTRACT

This handbook for program coordinators in public postsecondary vocational-technical schools presents guidelines for establishing programs to prepare adult women for nontraditional occupations (NTOs). It focuses on recruiting, retaining, and placing women in NTO programs. Chapter 1 provides definitions and looks at need for NTO programs. Planning and evaluation are considered in chapter 2, including development of a detailed program plan, budget, and program location. Chapter 3 offers suggestions for coordinating school and community resources. In chapter 4 are techniques for use within and outside of the school for outreach. Attention is given to arranging upgrading courses for women in industry and recruiting black women. Chapter 5 offers career exploration techniques. Occupational counseling is discussed. Chapters 6 and 7 cover support services that help women deal with home and school obstacles and with opposition to their career choice in NTO training and on the job. Suggestions are offered in chapter 8 for successful placement and followup. (Chapters 3-8 conclude with a startup checklist. All but chapter 3 contain evaluation of the procedures recommended in the chapter.) Appendixes include list of community and national resources, NTO Program Maintenance Checklist, sample outreach materials, sample forms, and bibliography and audiovisuals. An index is provided. (YLB)

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THE NUTS AND BOLTS OF NTO:

A Handbook for
Recruitment, Training, Support Services, and Placement of Women in Nontraditional Occupations

by

Jo Shuchat, Project Director

with

Genii Guinier and Aileen Douglas
Project Associates

The Women's Outreach Project

1981

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The Women's Outreach Project has also produced a book for prospective NTO women:

TIME FOR A CHANGE: A Woman's Guide to Nontraditional Occupations, by Dr. Constance Drake Cauley, Ellis Associates, Inc.

Time for a Change and The Nuts and Bolts of NTO are available from TERC.

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FOREWORD

Nothing can be more absurd
than the practice which prevails in our country
of men and women not following the same pursuits
with all their strength and with one mind,
for thus the state,
instead of being whole,
is reduced to a half.

Plato, The Laws, Book Seven

Men's jobs and women's jobs go back a very long way. It's no wonder the pattern isn't easy to change.

Lately, more and more people want to change it. Women are finding that they just can't make ends meet on the relatively low salaries that many traditionally female jobs pay. Employers, especially those with labor-short occupations, are looking for women with skilled or technical training but can't find them. Many vocational and technical schools are facing dropping enrollments and are seeking new student populations to fill the gap.

Recruiting, training, and placing adult women in occupations that are nontraditional for their sex makes a lot of sense for everyone.

To change the pattern of men's jobs and women's jobs, you need more than the desire to do it — although this is necessary. You need to know HOW to do it: the practical, specific steps you can take along each link of the chain from planning to followup. You also need to understand WHY you are taking each step.

The Nuts and Bolts of NTO (nontraditional occupations) is written for the user who is a doer. You are guided along the NTO chain so that each link remains unbroken. For each potential stress point -- outreach, the introductory course problem, child care, tokenism, the interview, and many others — the book answers three questions:

What is the problem?
Why is it a problem?
How can you overcome the problem?

At the end of the chain, you have the satisfaction of knowing that you have helped women to embark upon new NTO careers, jobs with good pay and good futures.

The suggestions in this book work. They were tested at five postsecondary schools with vocational-technical programs, with remarkable results: within ten months, a total of 372 adult women enrolled in NTO training who would not otherwise have done so. Their retention rate was excellent, and several were placed in jobs by the end of only ten months. All five site directors were rehired by their schools after the field test with inside funding. Much of what they learned in their NTO programs is passed along to you in these pages.

The site directors join with us in wishing you the accomplishments and the deep sense of pleasure we have been privileged to share.

ACKNOWLEDGMENTS

The Nuts and Bolts of NTO is the work not of three people, but of hundreds. They have eagerly contributed their experience and time to make this book as accurate and helpful to you as possible.

One hundred and sixty-six coordinators of NTO programs across the United States braved telephone-ear-itis when they told us what works and what doesn't work in an NTO program. They obtained most of their knowledge by the seat of their pants, the time-honored method of pioneers. Their names are listed in Appendix I.

We have been fortunate in having an Advisory Committee composed of people with remarkable achievements and dedication to improving the educational and employment well-being of women. Their guidance played a large role in making the project as successful as it has been. We are grateful to:

MICHAEL BROWN, Director, CETA/Vocational Education Program, U.S. Conference of Mayors, Washington, DC
BARBARA deMARCO, Personnel Department Manager, Cummins Engine Company, Charleston, SC
MARY ALLEN JOLLEY, Vice President for Development, Trident Technical College, Charleston, SC
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MANTHA MEHALLIS, Director of Institutional Research, Broward Community College, Fort Lauderdale, FL
RUTH NADEL, Social Science Advisor, Women's Bureau, U.S. Department of Labor, Washington, DC
RAY C. PARROTT, Executive Director, National Advisory Council on Vocational Education, Washington, DC
BEVERLY POSTLEWAITE, Sex Equity Administrator, State of Washington, Olympia, WA

Our very deep thanks go to the five site directors who piloted the draft version of *Nuts and Bolts* in the NTO programs at their five participating schools. Considering that none of them had ever done an NTO program before -- they had only our word for it that the guidelines in the book would actually work! -- they deserve high praise for their courage. We thank them for their initiative, hard work, constructive criticism, and patience in telling us about troubles and triumphs. We are grateful to:

LESLIE DELMAN, Broward Community College, Fort Lauderdale, FL
SUSAN DUCHON, Trident Technical College, Charleston, SC
MARY JANE GILLESPIE, Northern Essex Community College, Haverhill, MA
JUDY TROMBLEY, Waukesha County Technical Institute, Pewaukee, WI
ROBERT WALKER, Altoona Area Vocational-Technical School, Altoona, PA

Many more people than these five were responsible for the remarkable achievements of the five field test NTO programs. Administrators, counselors, instructors, and other staff at the schools listed above embarked willingly and enthusiastically on an educational experiment. We are delighted that their efforts have been so handsomely repaid. Particular thanks go to the field test site staff who were selected to accompany the site directors to a two-day meeting in order to give us their suggestions for revision of this book. We are grateful to:

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RITA MCDONOUGH, Construction Maintenance Student; MARY STARZEC, Carpentry Student; EDITH WALKER, Coordinator of Cooperative Education
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TRIDENT TECHNICAL COLLEGE (Charles Ward, President)
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WAUKESHA COUNTY TECHNICAL INSTITUTE (Richard Anderson, President)
ROY HACKBART, Industrial Technology Counselor; JUDY JORGENSEN, Director, Learning Center; NED PAUL, Industrial Drafting Instructor

Ten people were chosen for their expertise in NTO programs or in related areas, and asked to read and comment upon the field test manuscript of Nuts and Bolts. The contributions of the Review Panel were very helpful to us as we revised the book. We are grateful to:

FRAN CHAFFIN, Program Specialist, Project Equity, Region IX Sex Desegregation Assistance Center, Arizona State University, Phoenix, AZ; BOOKER DEVAUGHN, Academic Dean, Roxbury Community College, Boston, MA; MARY EMERY, Assistant Dean for Program Development, Lewis-Clark State College, Lewiston, ID; GLORIA GOLDSTEIN, Coordinator, "Try Non-Traditional," Jefferson Vocational Education Region, Jeffersontown, KY; VIVIAN GUILFOY, Director, "Project Second Look," Education Development Center, Newton, MA; MOGA HERNDON, Research Specialist, Prairie View A&M University, Prairie View, TX; FERMAN MOODY, Associate Director, National Center for Research in Vocational Education, Ohio State University, Columbus, OH; RONNIE SANDLER, former Coordinator, "Step Up for Women," Lansing, MI; ELIZABETH SIMPSON, Dean, School of Family Resources and Consumer Sciences, University of Wisconsin, Madison, WI; CAROLYN TERTES, Director, Counseling Center, Hartford College for Women, Hartford, CT.

As we were preparing the final manuscript, we came up against a number of places where we were unsure of our facts or our approach, or recognized a content "hole" we hadn't yet filled. We consulted with some people already named as well as others, all of whom generously shared their information and advice with us. We are grateful to:

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Math Specialists: SUE BARRETT, DENNIS BAUER, FEROL BREYMANN, MIRIAM HECHT, SOTOS KLORIDES, JUDY MORAN

Administrators: **ROGER EVERETT, RUTH FOSSEDAL, LINDA LIEBERMAN, TOM MILLARD, JOHN PERRONI, MARY PRUNTY, GLEN ROSE, LARRY SCHOENBERGER, BARBARA WEBBER**
Students: **LIZ CHANDLER, JEAN SCHLESING**
Sex Equity Specialists: **JEWELL BELL, RUTH BENJAMIN, GEORGIA GLICK, MARLENE GODFREY, MAUREEN LYNCH**
Other Specialists: **DORA GRAIN, JACKIE JONES, JOHN LYMAN, ERIC OTT, MARY THORPE, MARY HELEN WASHINGTON**

Closer to home, we have been the beneficiary of the talents and support of several people. **MARY LEWIS HANSEN REGAL** deserves credit and thanks for helping to make this project possible: it was at her suggestion that TERC, the Project Director, and the Subcontractor joined forces, and her part in conceptualizing our proposal contributed greatly in making the project as successful as it has been. **JUNE FOSTER**, Director of the TERC Special Needs Center, kept herself available "on demand" for advice, guidance, and brainstorming: assistance of which we frequently and gratefully availed ourselves. She also contributed many hours in reviewing the final manuscript, and this book is much improved for her organizational and stylistic abilities. **ADELINE NAIMAN**, Managing Director of TERC, gave generously of her time, experience, and library; we learned much from this veteran of the Women's Movement, talented editor, and knowledgeable researcher. To **ALAN SHUCHAT** goes credit for the title of this book, which has been widely praised. He has spent many hours as a sounding board, in-house advisor, and deft editor of the manuscript for this book.

We have been extremely fortunate in having Ellis Associates, Inc. (EAI), to work with as the Subcontractor. Special thanks go to **MARY ELLIS**. Her knowledge of sex equity and vocational education runs broad, deep, and long, and she has generously shared it with us. Other members of the Women's Outreach Project staff at EAI -- **CONNIE CAULEY, GERRY NYLAND**, and **FRANCES COURTNEY** -- gave fully of their talent, commitment, experience, and -- highly important! -- good humor.

We thank the Office of Vocational and Adult Education for so ably administering your tax dollars and ours. Over the course of the project we have had three Project Officers, **FRANCES HAMILTON, PARIECE WILKINS**, and **RICHARD DiCOLA**, who gave unstintingly of their support and guidance. Special thanks are due to Rich DiCola, who, because he cared so much, was able to be especially helpful during the last year of the project.

To all these people, and to the 372 women who enrolled in NTO training at the Women's Outreach Project field test sites, and to others who also contributed to this book, we offer our gratitude.

Jo Shuchat, Genii Guinier, and Aileen Douglas
The Women's Outreach Project
Technical Education Research Centers
Cambridge, Massachusetts
September, 1981

HOW THIS BOOK WAS CREATED

Interviews and Literature Search

Staff members of the Women's Outreach Project interviewed the directors of 166 nontraditional occupations programs for women from November 1979 through February, 1980. In all but one state, we found NTO programs sponsored by educational institutions, nonprofit organizations, unions, industry, and government agencies. In lengthy telephone conversations, we asked each director for suggestions on what works and what doesn't from planning through followup.

Although we also conducted a thorough literature search, the most valuable information came from these program directors who were actually doing NTO. We compiled the information into book form as The Nuts and Bolts of NTO.

Out of 32 applications in a nationwide competition, five schools were selected as field test sites for Nuts and Bolts:

Altoona Area Vocational-Technical School, Altoona, Pennsylvania

Broward Community College, Fort Lauderdale, Florida

Northern Essex Community College, Haverhill, Massachusetts

Trident Technical College, Charleston, South Carolina

Waukesha County Technical Institute, Pewaukee, Wisconsin

The field test lasted ten months, including start-up time. The salaries of the site directors, who were hired for the project by their schools, were paid by the Women's Outreach Project. The schools contributed fringe benefits and all operating expenses. We telephoned each site director weekly, received monthly reports, and visited each program three times to learn about progress, problems, solutions, and triumphs.

In only one of the five schools was the site director hired from the existing staff to run the program. Although all five site directors had prior experience in vocational/technical education, career counseling, and/or women's programming, none had NTO program experience. They used the field test draft of Nuts and Bolts to establish their programs.

As of this writing (Fall, 1981), four of the site directors have been permanently rehired by their schools to continue their programs with no further funding from the Women's Outreach Project. The remaining one is continuing her program while waiting for confirmation of her employment for the next year. The NTO programs have been integrated into the ongoing functioning of all five schools.

These five schools, by rehiring the site directors with inside funding, have provided the best measure of the success of the NTO programs and signal the effectiveness of Nuts and Bolts.

Using this book, the field test NTO programs enabled a total of 372 women to enter NTO training. Site directors report they are continuing to do well.

Descriptions of the field test NTO programs are found in Appendix A.

CHAPTER 1: THE NUTS AND BOLTS OF NTO

NTO (nontraditional occupations, for women) is a new wrinkle in an old fabric. Many schools have wondered what can be done to attract women to male-intensive vocational programs. Their facilities, instructors, equipment, and curriculum are available to everyone, but few women take advantage of them. This book tells you how to build on what you already have to recruit, retain, and place women in these programs.

It will take some effort, though. Before starting an NTO program, you have to know why NTO programs are needed and whether the effort is worth it for your school. Chapter 1 describes what people who have been involved with new NTO programs feel they have gotten out of them. We hope you will have the same experience with yours.

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I. INTRODUCTION

This book is about programs to prepare adult women for nontraditional occupations (NTO). As its title implies, the book shows you how to run the program, from planning through followup.

The suggestions work. The five schools that tested this book enrolled a total of 372 women in NTO training, with an excellent retention rate. None of the field test site directors had ever run an NTO program before.

USERS OF THIS BOOK

Nuts and Bolts has been written primarily for the coordinator of an NTO program for women in a public postsecondary vocational-technical school: the person (or people) who plans, coordinates, implements, and evaluates the services described in this book.

In addition, there are other types of organizations and institutions that will find the contents helpful:

- Secondary schools offering vocational training.
- College and university continuing education departments.
- Proprietary schools.
- CETA programs.
- Nonprofit organizations offering career counseling or training.
- Apprenticeship and pre-apprenticeship programs.
- Industry training programs.
- Career counseling centers.
- Job Service offices.
- Affirmative Action officers in industry and education.
- Agencies and organizations concerned with training and jobs for women.

DEFINITIONS

Nontraditional occupations are those skilled and technical jobs that employ fewer than 25% women and that require postsecondary vocational or technical training, such as metallurgical technician or air conditioning and refrigeration mechanic. We are not concerned here with occupations that require college or graduate school.

Nontraditional vocational program refers to any vocational program in your school in which fewer than 25% of the students are female. Another term for this is "male-intensive program."

NTO program means a coordinated series of adjunct services performed by a staff member whose responsibility it is to publicize the NTO program, recruit women, provide support services during training, and assist with placement and followup. These services build on existing facilities, instructors, equipment, curriculum, and an administrative structure. There is a fuller description of an NTO program below.

NTO woman. Strictly speaking, there is no such thing. NTO women, like all other people, vary in every respect. They are individuals, not abstractions. But we have had to generalize in order to write this book, and even then we've said "some," or "many," or "most," NTO women. Please remember that all generalizations have exceptions.

WHAT IS AN NTO PROGRAM?

An NTO program addresses the reality that there are many vocational-technical programs in which most students are male -- for example, chemical technology, auto mechanics, and many others. Rather than go to the enormous and unnecessary trouble of creating a duplicate training system for females, it is far more sensible to adapt the current system so that it can serve women as well as it is already serving men. An NTO program is the sum total of these adaptations.

Even though this book describes a variety of special women-oriented activities needed at each stage of the process from outreach to followup, we emphasize that some women need none of these services to succeed in NTO. They can make good progress through school with the same services you now provide to men in the male-intensive vocational-technical programs.

We have written this book to assist the other women, those who do need special services from an NTO program. For example, in addition to the existing career exploration resources and services your school already offers, an NTO program can add a non-credit course to introduce women to nontraditional occupations, or can arrange hands-on tryouts for them in your shops and labs. In addition to your existing academic and occupational training services, an NTO program can add physical fitness training, math avoidance tutoring, or brief introductions to technical tools and terminology. In addition to the support services you currently offer, an NTO program can add special help with child care, a workshop on assertiveness, or preparation for dealing with sexual harassment should it occur.

To borrow a phrase from the field of special education, women are thus "mainstreamed" into existing classes. Administrative procedures, such as enrollment, grades, degree requirements, etc., are the same for women and men. Women receive their occupational training in co-ed classes, with regular instructors. The NTO activities mentioned above are the adaptations that enable women to be successfully mainstreamed: to help them enroll and ensure their retention.

Given this overview, two consequences should already be clear to you.

1. An NTO program is institution-wide. Instructional and support staff are involved and contribute to the program's implementation.

2. An NTO program needs a coordinator. Adapting and adding to existing services and procedures takes time. Someone is also needed to coordinate the efforts of others in the school, such as instructors and counselors.

A complete NTO program consists of women-oriented activities to achieve the six basic goals of any vocational-technical training:

Outreach
Career exploration
Enrollment
Training
Placement
Followup

However, since the circumstances, preferences, and resources of individual schools differ greatly, there is no single right way to accomplish these goals. We have therefore included a variety of activities for each goal area. Choose the activities from each goal column that are most appropriate and feasible for your school. As your program gets underway, you may want to add or substitute other activities.

The chart on the next page presents the activities you can choose from in each goal area. Each activity is described in this book. Each one is intended to counteract a potential barrier to the recruitment, retention, or job success of NTO — barriers experienced only or disproportionately by women.

RECRUITMENT		RETENTION		JOB SUCCESS	
OUTREACH →	CAREER EXPLORATION →	ENROLLMENT →	TRAINING →	PLACEMENT →	FOLLOWUP
Brochures Posters Newsletters Presentations Newspapers Radio and TV Mailings Press releases Advertisements Role models	Courses Workshops Presentations Hands-on tryouts Audiovisuals Printed materials Industry tours Open house events Role models	Assistance with - Financial aid Child care Transportation Assistance with - Forms Procedures	Assistance with - Financial aid Child care Transportation Math help Resolving the "introductory course problem" Dealing with other instruction-related problems Physical fitness training Assertiveness training Counseling Dealing with - Family opposition Tokenism Sexual harassment Racism Support groups Role models	Assistance with - Child care Transportation Contacts with employers Networking Interview preparation Instruction in legal rights Support groups Role models	Contacts with NTO women Contacts with employers Support groups

II. WHY IS AN NTO PROGRAM NEEDED?

SCHOOLS NEED NTO PROGRAMS

An NTO program is not a charitable endeavor. Schools say they benefit as much as NTO women do.

Benefits to Administrators and the School as a Whole

When you have a successful NTO program, you increase your full-time equivalents (FTE's) or tuition income by gaining access to a relatively untapped student population. You become the focus of positive community attention, in part from the recruitment publicity generated by the program. You may enhance your school's reputation in your state Department of Education, particularly as NTO is comparatively new. You are likely to find NTO and related program activities eminently fundable by state occupational education grant agencies. Staff morale and motivation go up as people realize they are contributing to a visible success and as their own jobs become more interesting. There are frequently spinoffs from an NTO program that benefit all students: for example, a focus on math for NTO women can result in the improvement of math instruction school-wide, or a focus on followup that is inadequate for NTO women can result in improved followup services generally. There are usually closer contacts with employers.

Benefits to Instructors

Most instructors of male-intensive occupational programs who are teaching women for the first time report great advantages almost with exception. Subject matter that may have been stale from years of teaching is refreshed by the presence of students who often approach it from a different point of view. Instructors are reinvigorated by the challenge of finding different ways to present concepts. They often speak of the high level of motivation and determination to learn on the part of their women students.

Benefits to Counselors

Counselors derive great satisfaction from helping female students undertake something that is challenging and rewarding: the women's sense of excitement is contagious. By having a wider range of occupational options to propose to women, counselors are able to meet women's career needs better, which gives them a new sense of pride and competence in their work. Their range of expertise is extended as they learn about the topics covered in this book.

WE ARE NOT EXAGGERATING! These are not pious platitudes. People involved in NTO programs at the field test sites of the Women's Outreach Project and elsewhere around the country have told us all these things from their experience. We think you have a lot to look forward to.

WOMEN NEED NTO PROGRAMS

Today, more women are working outside the home than ever before. Sixty percent of all American women between the ages of 18 and 64 are in the labor force. Forty-five percent of mothers with preschool children are working.

Over half of them, however, have jobs in only two areas: clerical and service. In 1979, women were:

99% of secretaries.
98% of practical nurses.
95% of child care workers.
10% of electrical and electronic engineering technicians.
.6% of automobile mechanics.

The name for this pattern is occupational segregation.

In addition to doing different jobs, women and men are getting different paychecks. Women high school graduates earn less than men who haven't completed elementary school. The average salary in 1981 for beginning accounting clerks, most of whom are female, was about $9,500; for beginning engineering technicians, most of whom are male, it was about $13,600.*

The fact that there are as yet relatively few women in nontraditional jobs contributes to the wage gap between men and women: women earn 59% of what men earn. Put another way, the average woman has to work nine days in her job to earn the same amount of money the average man can earn in five days in his.

Career ladders -- the jobs you can move up to -- are another disadvantage of "women's" jobs as compared to "men's" jobs. For example, an experienced secretary can advance to executive secretary and an experienced X-ray technician can advance to X-ray supervisor. An experienced business machine repairer, however, can move up to manufacturer's sales representative, service manager or supervisor, dealer, and franchiser. Many other male-intensive jobs have similar advancement potential.

Without advancement to higher-level jobs, the responsibilities, challenges, and salaries level off. Although a number of traditionally female jobs are challenging and enjoyable, many become financial dead-ends.

Women's need to escape low-paying, dead-end jobs has never been greater. The divorce rate is continuing to rise, and wives usually have custody of children (often without adequate support). The number of unmarried women choosing to keep and raise their children is increasing. Single women are delaying marriage. Women's increased longevity means more years of widowhood. The cost of living has doubled in the last decade. Did you know:

- The average woman today can expect to spend 28 years of her life in the labor force?
- Only seven percent of American families today consist of a wage-earning father, a homemaker mother, and two children?

In view of these changes and needs, skilled and technical occupations have many advantages for women.

- They require only secondary or postsecondary, not college or graduate, education.
- Training opportunities are plentiful, close to home, relatively inexpensive, and fairly flexible in scheduling.
- Career advancement potential is good.
- Job openings are expanding.
- They pay well.

The key is training. Without training in skilled and technical occupations, women cannot enter them. If your school is like most, you probably don't have many women in the agricultural program area (except for ornamental horticulture), in the technical program area (except for scientific data processing), or in the trade and industrial area (except for cosmetology, textiles, and a few others).

Vocational-technical education is the gateway to jobs that pay well and have a future. Why have so few women gone through the gate in the past?

THE STATUS QUO EXPLANATION

The simple but nonetheless true reason why so few women are enrolled in NTO training is that most people haven't thought much about it. No one is standing in the schoolhouse door, barring the way to women who want to be stonemasons. The problem is much more subtle -- and more innocent -- than that.

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*National Survey of Professional, Administrative, Technical, and Clerical Pay, March 1981. Bureau of Labor Statistics, U.S. Department of Labor.

Women Haven't Thought About It

Today's adult women grew up in the post-war era or earlier, at a time when the American ideal of the feminine role was to be a wife, mother, and homemaker. The view was reinforced by the schools, media, peers, and parental attitudes and behavior. It was no conspiracy, but a reflection of how much of America lived -- or wanted to live -- at the time.

Before the passage of Title IX in 1972, most girls were not allowed to take Industrial Arts even if they wanted to. (This pattern lives on, even when students are free to choose between Industrial Arts and Home Economics. In one junior high school recently, the enrollment in optional-basis classes in Industrial Arts was 133 boys and 7 girls.) In high school, girls were advised that they didn't need to take math to raise babies. Career counseling often consisted of suggestions about clerical work, teaching, or nursing "until you get married." Girls didn't hang around with the guys to work on cars or build a ham radio, and didn't learn aircraft mechanics in the service. There is no blame attached to this. Adults conscientiously prepared girls for the adult world as they knew it.

The adult world has changed since then, but attitudes and expectations change more slowly. Now, women are supporting children on their own and can't afford to spend the afternoon in the kitchen. Couples are finding that the only way to cope with inflation is to have two salaries coming in. Working women struggle to make ends meet on the salaries of traditionally female jobs. Women are discovering that they have to get a job, or a better one. And what jobs do they think of? Clerical work, teaching, and nursing, just as they remember being taught, just as they see other women doing. This maintains the status quo.

Ignorance about nontraditional occupations keeps women in traditional jobs. One of the major functions of an NTO program is to dispel the ignorance. When women learn about NTO and begin to imagine themselves doing these jobs, many enroll in NTO training. NTO does, in fact, meet many of the needs they have for jobs with a future that pay well. This is why, by the way, most NTO women are 25 to 45 years old: economic realities force women to rethink their initial job assumptions.

Schools Haven't Thought About It

Male-intensive vocational programs have been serving male students, as the term implies. School personnel usually assume that there is little difference whether the students in nontraditional vocational programs are male or female. If the men get a good education, the thinking goes, the same will be true for women, with the same academic and support services.

Many schools without organized NTO programs, however, have found that the few women who enroll in male-intensive vocational programs on their own often drop out, usually in the first semester. Finding no explanation, staff can easily conclude that "women can't do this work."

The status quo expectation -- women in these programs are like men in these programs -- prevents school personnel from seeing the differences. They haven't thought about the fact that:

- Women are more likely to have trouble with math because they've taken less of it in high school.
- Child care problems may make them

miss classes.

- Sexual innuendo directed toward them in class is highly stressful.
- Increased rent can force a woman living on the economic margin to drop out of school.

These are some of the ways female students in these probrams are in fact different from male students. It doesn't make sense to be even-handed if women and men have uneven backgrounds, resources, and responsibilities.

As we have said, attitudes and expectations change more slowly than realities, but the realities cause dropouts. An NTO program exists to focus on the needs women have that are different from men's, and to provide services to meet them. Causes for dropouts, or at least preventable ones, are then eliminated.

A NATIONAL PRIORITY

NTO for women is good for the country and the community, as well.

With calls for increased productivity, the addition of a relatively untapped labor pool is a valuable resource. The private sector thrives on a well-trained and highly motivated work force. Employers have been seeking women for male-intensive jobs with little success: they can't hire an untrained person. NTO helps them meet Affirmative Action goals and find the employees they want.

Computers and electronics, two key industries in the booming male-intensive high technology field, are experiencing severe labor shortages across the nation. Thousands of jobs are going begging for lack of technically trained specialists. Preparing women for these jobs meets a critical national need, especially as concern is mounting that the United States may be losing its edge in world markets for high technology software, hardware, and research and development.

In a time of tight public resources and shrinking funds for human services, high NTO salaries for women mean lower public expenditures for welfare and other forms of assistance for the working and non-working poor.

A higher income for an NTO woman means that she can assume more of a share in supporting government at all levels through her taxes. It means she has more money to spend in local businesses.

With a good paycheck, she can raise her own or her family's standard of living, make a better life for her children, and relieve her husband of some of the pressure for supporting the family.

And a woman who enjoys her work improves not only the quality of her own life but that of those who are close to her.

III. A WORD TO NTO PROGRAM COORDINATORS

This book has been written for you. We have tried to include everything you will need to know for an excellent NTO program. All the unattributed quotations in this book are from our field test site directors, who are your peers. Others are from counselors, administrators, instructors, women, and others at the field test sites, and NTO program coordinators across the country. You need to know how real people have approached NTO.

You can't plan and run an NTO program entirely on your own. You must have administrative backing and at least some supportive counselors and instructors to work with you. You need to be able to use the existing resources of your school, such as the public information, financial aid, testing, and placement offices, to avoid duplicating their services. Beyond providing some direct services to NTO women, your job is to coordinate the efforts of faculty and staff members to eliminate or resolve as many barriers as possible to NTO women's success in training and on the job. Nuts and Bolts has helped the five field test site directors achieve this goal triumphantly.

But if you bottleneck all the information, guidelines, and tips contained in this book, you will make your job much harder than it needs to be. Share it! Duplicate copies of Sections I and II of this chapter, and distribute them to everyone in your school who will be involved in your program. Duplicate and distribute the sections for administrators, counselors, and instructors to them. You may also want to distribute copies of selected sections or entire chapters to some people: Chapter 4 (Outreach) to your recruitment office, the section on instruction-related problems in Chapter 6 to instructors, the sections on sexual harassment and racism in Chapter 7 to administrators or NTO women, for example. We think this is easier on you than assuming the entire responsibility for teaching everybody what they need to know.

There is a great deal of information in this book, probably more than you can assimilate in one reading. Indeed, many of the experienced NTO program coordinators whom we asked to review the draft version told us they learned a lot of things. One said:

> "This suggestion is very clever, and I'm going to do it in my program. I'm sure that if somebody had told me about it when we started two years ago, I wouldn't have thought so. I didn't know enough then to appreciate what a good idea it is."

Even within the ten months of the field test, a site director had the same experience:

> "I've been rereading Nuts and Bolts lately, and I'm definitely seeing different things in it than I saw the first time around. I'm more seasoned now, so the information means more. I'm getting a lot of 'new' ideas — even though they've been there all the time."

So go back to Nuts and Bolts from time to time; you'll be glad you did.

IV. A WORD TO ADMINISTRATORS

We hope you have read Sections I and II first.

This section contains information and suggestions which people at our field test sites thought would be of special interest to you.

THE ADVANTAGES TO YOUR SCHOOL

When you institute an NTO program in your school, you gain a number of benefits. Our field test sites have attested to all of the following:

* Excellent visibility and publicity in the community.
* Boost to staff morale.
* Improved communications within the school.
* Increased enrollment: more FTE's, strengthened NTO departments, faculty continuity.
* Service to a new group of students.
* Helping to meet the education and job needs of women.
* Improved relations with local industry.
* Satisfaction of employers' demands for qualified women
* Satisfaction of the requirements of Title IX and the Education Amendments of 1976 (P.L. 94-482).
* Improved services to all students through lessons learned in the NTO program.

This is what they say — academic deans; directors of continuing education, community services, women's centers, research and planning departments, and developmental studies; site directors; and others:

> "Our program brought us a lot of publicity and acclaim. It got more recognition than any other program we've run in the past six years."

> "The site director made the departments at the college very aware of the business community's needs. She learned about industry and the college so thoroughly that she acted almost as a liaison between departments, showing how they could provide a perfect training package to industry."

> "I've seen counselors and instructors in Developmental Studies perk up. Before the program, they were frustrated and apathetic because there were so few career options to propose to women. The program met their needs as well as women's."

> "We learned a lot about publicity and the kind of information to get out to women. It will be extremely helpful in working with older students, not a usual group on our college campus."

> "As a result of the program, the Developmental Studies staff is now identifying people early for more realistic goals, so that students don't have to waste a whole year in one program only to be told, 'Sorry, you didn't make it.'"

> "There has been increased sensitivity to the fact that NTO could solve some problems in black women's lives, that a single mother wasn't that much better off working at a traditional job than being on AFDC."

> "Thanks to the program's focus on math, we now provide better math assessment services to all students."

> "In the past, we've offered many services which were inefficient. Coffee hours gave women a listening ear, but left them still facing the same problems. This program

showed what could be done to solve problems."

> "The school now sees that if they follow the same three principles — information, encouragement, and remediation — retention of all students could be greater. We could guarantee an 80% improvement in everyone's success."

YOUR ROLE IN THE NTO PROGRAM

As you've probably suspected, the advantages of an NTO program don't come free. Compared to many other programs in a voc-tech school, however, they're relatively cheap. Only two things are needed from you: financial resources to get the job done, and your clear commitment to its success.

Financial Resources

Staff. A first-year NTO program ideally needs a full-time coordinator. Indeed, this is at the very top of the list of recommendations for successful NTO programs. As the program becomes institutionalized, or integrated into the everyday functioning of your school, the need for a coordinator should diminish to half-time. In a few years, you should no longer need an NTO coordinator at all.

You probably won't find someone who is experienced in running NTO programs, as this is a relatively new development. None of our field test site directors had NTO experience before they started, but they managed to do very well nevertheless. They had experience in some of the following areas, which proved to be valuable:

- Vocational-technical education at at the postsecondary level.
- Career counseling.
- Social service programs for adult women.
- Job development with industry.

An administrator with NTO supervisory responsibilities at a field test site strongly recommends preparation before hiring a coordinator:

> "Have an outline for a program in mind before bringing someone new to the school for an NTO program. Do not bring the person into a void."

One of the ways this administrator achieved her goal was by means of a job application process that required candidates to accomplish some advance program planning. The excellent application questions she devised are included in Appendix F. Their value is emphasized by the site director she hired, who credits this application process with getting her program off to a running start.

In addition to the coordinator, a secretary is necessary. Half-time is sufficient, although it will be necessary to have the telephone covered at all times when the secretary isn't there; the program coordinator will need to be out of her or his office frequently.

The coordinator and secretary will probably be enough staff if your school already has a Women's Center. If not, a part-time or full-time counselor is desirable.

See the budget section in Chapter 2 for other NTO program expenditures.

Clear Commitment

If a full-time NTO coordinator is requirement #1, the commitment of a school's administrators, and particularly the top administrator, is in #2 place. NTO programs across the country agree that nothing dooms a program more quickly than half-hearted commitment.

> "Our director gave total support. When you have it from the top, you get it from instructors."

Your support is needed for two major purposes:

- To convince the unconvinced among the staff that the NTO program is an institutional priority, and cooperation is expected;
- To help the coordinator obtain necessary resources (such as release time for instructors to accompany the coordinator to local employers).

The following are ways in which you can make your commitment real.

Appoint the right supervisor.

"Don't lodge the program in one department, but have it cut across lines. It should be an institutional project."

Appoint a supervisor who has authority and respect, and who has a school-wide position.

Prepare staff in advance.

"Sensitize faculty to NTO before the program starts. Meet with relevant department heads to indicate how important the program is to the administration. Sketch out what will happen and give staff an avenue to get help with any problems they might have."

Introduce the coordinator, particularly if she or he is new to the school. Do this by any or all of the following:

- Announce the coordinator's appointment in a memo to faculty and staff over your signature.
- Introduce the coordinator at a staff meeting that includes a presentation on the NTO program.
- Accompany the coordinator for personal introductions to important faculty and staff.
- Include the coordinator in the agendas of important community meetings.

Provide on-going support.

- Mention the program in your in-house or public communications.
- See to it that your school has well-publicized and effective policies concerning sexual harassment and racism. (See Appendix G for an excellent sample of a policy against sexual harassment.)
- If staff training on sexism, sexual harassment, or racism is necessary, endorse it publicly.
- Facilitate requests from coordinators whenever possible: release time for staff to participate in the program, innovations in normal procedures, reprimand of uncooperative staff if necessary, etc.

In short, your role is to convey a sense of the program's importance to the school. It is essential for the program's success.

V. A WORD TO COUNSELORS

We hope you have read Sections I and II first.

An NTO program is too big a job for one person to do entirely alone. The NTO coordinator will need your help. Beyond your counseling skills and knowledge, the only other requirement is an open mind toward nontraditional occupations as a career option for women. As a counselor at one of our field sites put it,

> "Examine yourself and your own attitudes toward job options. Don't assume because a woman comes into your office wearing high heels and a dress that she won't be interested in NTO."

There are three types of counseling services needed for an NTO program: occupational, academic, and personal.

OCCUPATIONAL COUNSELING

Women need information about NTO:

- Labor market information: which occupations are in high local demand, who the employers are.
- Occupational information: job duties, working environment, advancement potential, salary, training required, etc.

Especially if there are many women in your area who are interested in NTO, the burden on the coordinator's time will be reduced if you share in providing occupational information. Chapter 5 (Career Exploration) will help you do this.

The most important thing, however, is to make sure that women learn about NTO through someone. If no one mentions NTO, women don't consider it. If they don't consider it, they are prevented from making a career choice from the full range of occupational options and may fail to choose the career that is best for them. And if this happens, they can waste limited time, money, and effort.

To break this unfortunate and unnecessary chain, provide occupational information about NTO. Women don't have to choose it, but they should consider it.

ACADEMIC COUNSELING

You'll need to know the prerequisites and requirements of the NTO occupational programs the coordinator is targeting, which in turn are based on an identification of high-demand occupations in your community.

At a minimum, this involves learning what's in the catalog. You'll find it much more enjoyable, however, if you do some learning on your own. Get to know the instructors better, and ask them for explanations and a tour through their shops and labs.

The best and most enjoyable way of all to learn about what the various NTO occupational programs involve is to try them out yourself. If the NTO coordinator is planning hands-on tryouts as part of career exploration events, take advantage of the opportunity and participate. Site directors and counselors in our field test often mentioned the importance of first-hand knowledge of instructors and curriculum. The better you know them, the better you'll be able to advise women.

Another aspect of academic counseling that is important in an NTO program is remedial services, especially math. As women typically have taken less math than men, many of them need to spend some time brushing up on old skills and learning prerequisite math. Be sensitive to women's concerns about math ability, and remember that a negative attitude about math can prevent math achievement if not dealt with. (Please read the section on math in Chapter 6.) Be knowledgeable about assessment services and refer women for testing. Be familiar with math requirements for NTO. Become thoroughly informed on the math help available to women in your developmental studies department. Keep yourself up to date on their progress so you can check on the appropriateness of their math course selections.

PERSONAL COUNSELING

If you are going to be providing personal counseling to NTO women, please read Chapters 6 and 7, which deal with support services. They contain the information and background you'll need to do an excellent job.

It will also be important for you to be knowledgeable about resources in your school and community for financial aid, child care, and transportation, as these are the three most frequently mentioned barriers to enrollment, training, and initial employment.

Find out what social services are provided by agencies and organizations in your community. A school cannot and should not be all things to all people, especially when others are holding up their end perfectly well. The more complete your information about services, fees, hours, addresses, phone numbers, and eligibility criteria, the better your referrals will be and the more efficient you'll be in the long run.

WORKING WITH THE NTO COORDINATOR

How much occupational, academic, and/or personal counseling you will do in the NTO program depends on a number of factors. However, you should know that the assistance of supportive counselors is an important requirement of a successful NTO program.

In terms of functions, you can participate in the program by:

- Helping to brainstorm and plan throughout the project.
- Communicating information, developments, problems, and triumphs.
- Helping to evaluate and improve the program.

In terms of program activities, your participation is most valuable in:

- Outreach activities (Chapter 4).
- Career exploration events (Chapter 5).
- Support services at enrollment and during training (Chapters 6 and 7).
- Placement preparation (Chapter 8).

Counselors who become involved in NTO programs say that they receive more than they give:

> "The program has had quite an impact on recruiting high school girls. Some of our NTO women went into the schools and told how their parents had scoffed at the idea of their plans when they were young. One said, 'I always wanted to be a carpenter, but my parents said, "No, be a teacher." But now I'm doing what I've always wanted to do.' The guidance staff at these schools has definitely been influenced. They now encourage the girls to consider NTO. It feels good not to be working against them now."

> "Our site director gave us renewed energy. We all got more excited about working. We got our rears in gear!"

> "I was frustrated because so many of the women I saw wanted to go into Allied Health, and in our area there are no jobs. Now I can say, 'What about welding?' It makes my job easier, and I feel better about working."

VI. A WORD TO INSTRUCTORS

We hope you have read Sections I and II first.

If you haven't often had the experience of teaching your specialty to women before, you're in for a pleasant surprise. Sometimes, teachers expect women students to be a headache: they can't do the work, they'll distract the men, they'll lower the standards, they'll need too much help, they'll take too much time.

One instructor who was used to teaching men put it this way:

> "I honestly don't want women in my class. It's taken me years to get to the point where much of what I do in class is almost by instinct -- what I say, how I put my hand on a student's shoulder. All of this would have to be rethought with women. I don't want to feel like a novice teacher again."

Some of the instructors in our five field test sites felt this way before their NTO programs started. By the end of the field test, however, they changed their minds. They spoke of the new pleasure they took in their jobs, said that the adult women were very enjoyable to teach, and felt that the experience had made them better teachers. This is what they said:

> "The class that had some women in it seemed more responsive than my other classes with only men students."

> "The women students are above average in attitude compared to the average student. Because they've received special occupational counseling, they've given more thought to the career choice process. They're more motivated."

> "I find that women prepare their school work better and ask more questions. It makes my job more interesting."

Many instructors have found that there are some differences, however, in teaching women. Keeping these differences in mind brings you the advantages mentioned above.

Avoid the Introductory Course Problem

As women often enter NTO vocational programs with less background knowledge than men typically have, the curriculum of the introductory course can be at just the right level for men but too advanced for women. You need to be sensitive to this possibility and devote some time to material you may have considered too elementary before.

> "I realize now that I used to make assumptions about what students know, assumptions that were not necessarily so. These women have made me question that and they've made me a better teacher. I go slower now and build in more background they can relate to. I didn't want to take class time for introductory material away from students who didn't need it, so I scheduled a few extra sessions for those who did — men and women both."

> "Their attitude and aptitude are fine, but their background is different. I took it as a challenge as to how I could accommodate these students."

For more on the introductory course problem, please see Chapter 6.

Expand Your Methods and Examples

Provide as many concrete learning opportunities as you can: doing and watching are better than listening. Remember that many women haven't had the advantage of obtaining manual skills or technological knowledge before, so use examples from areas more familiar to them.

> "You have to make extra efforts to develop analogies that women can understand. Assume that women were probably deprived of games and puzzles that have a technological bent to them. By doing this, you'll improve your teaching methods."

Encourage Questions

This is especially important in the beginning, when some women tend to feel (often mistakenly) that the men in the class know everything. This can make them hesitant to display their "ignorance" in public. It may not be enough simply to ask, "Are there any questions?" Be on the lookout for subtler clues to lack of understanding.

For other women, hesitation to ask questions is definitely not a problem. (At one field test site, several men who were embarrassed to ask questions about material they thought they should have known fed the questions to an outspoken woman before class!) It is the women's responsibility to ask when they don't understand, but it's yours to create an atmosphere that encourages them to do so.

Don't Single Women Out

Don't put them on the spot because they're women. They can't be the only ones who would benefit from additional explanations or run-throughs. By assuming they are, you can create resentment.

> "The electronics women studied together a lot and insisted on including men, because some of them needed extra help, too."

Teach Math Carefully

Be aware of possible differences in math background and attitude (math is discussed in Chapter 6). Again, all students benefit when math is taught more attentively:

> "You have to slow down to make sure that each successive concept is clear. I think the math stumbling block faces men as much as women, myself."

Maintain an Equitable Learning Environment

Don't allow any harassing, baiting, or social isolation of women in the classroom, and be aware that what passes for "good-natured fun" can sometimes be hostile underneath. We suggest you read the sections on tokenism, sexual harassment, and racism in Chapter 7 to become better able to recognize these problems and to combat them if they should occur.

If your teaching methods in the past have included derogatory references to women, this will have to be discontinued. When insults begin, learning ends.

> "Everybody in electronics knows the resistor color code, and knows the crude words that are used to help students memorize it. To tell the truth, I'm glad I have an excuse to find another way to teach it."

Chivalry is another problem to watch out for. Whether women ask to be spared difficult or heavy work or whether men offer to spare them, the result is the same: women don't learn all they should.

> "I noticed in the beginning of the course that some women were letting men make their measurements for them in the lab, so I insisted they make their own. It took four or five weeks for their confidence to rise, then everything was fine."

Finally, be aware of invisibility. Force of habit can make you pay attention only to the men. Or it can be out of concern for the women.

> "An instructor may not want to seek women out in class. He doesn't want to put the spotlight on her in the belief it would make her uncomfortable."

These adjustments may seem like a lot to ask, and in some ways they are. But it's a fair exchange, since you'll probably end up feeling the way this instructor did:

> "This program was one of the highlights of my teaching career. The extra time and effort were well worth it."

CHAPTER 2: PLANNING AND EVALUATION

In this chapter you will find information on what you need to do to get your program started -- planning -- and to make sure it's working out as well as you planned it to -- evaluation. They are two sides of the same coin, which is why we have put them in the same chapter.

We highlight the groundwork that should be done to ensure that the program is needed and that there will be support for it. We also describe an evaluation method that gives you the information you need to strengthen your program with minimum effort.

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I. PLANNING AN NTO PROGRAM

Houses are built on foundations rather than directly on the earth to make them secure and stable. In the same way, a good NTO program is built on a foundation: accurate and complete information.

You need to know what jobs are available, or you run the risk of putting a great deal of effort into producing well-trained but unemployed women. You need to know that your program serves the needs of your school, or you run the risk of becoming isolated and ineffective. As one NTO program coordinator told us,

> "Don't depend on altruism. Mutual need is the key. The state college needed students and our counseling center needed well-paying jobs for women."

You need to have the cooperation and support of other faculty and staff, or you run the risk of trying to do too much yourself.

Good NTO coordinators recognize that thorough planning is the key to a successful program.

> "Although I felt frustrated at times — I wanted to do, not to prepare — I realize now that the success of our program is based on the careful preparation I did at the beginning."

Planning an NTO program is a two-stage process. First is the groundwork phase, in which you document the need for the program and recruit ideas and support from others. This is your "first cut" at the shape your program will take. Once this is accomplished, you develop a detailed program plan, specifying goals and objectives, working out schedules and activities, and in general converting your "first cut" into a blueprint you can follow.

GROUNDWORK

Careful groundwork takes learning, talking, listening, and thinking. The care you take with this stage goes a long way to determining the ultimate success of your program.

Needs Assessment

The first thing you need to do is to document that an NTO program is in fact needed.

Assessing Female Enrollment. You will almost certainly find that women are under-enrolled in occupational programs in three areas: trade and industrial, technical, and agriculture. Get a catalog and list all the occupational programs your school offers in these three areas. You want to find the enrollment by sex in each program, in the most recent semester for which figures are available. Possible sources of this information are these:

- The director of evaluation or research.
- The registrar.
- Department heads.
- Instructors.

If you have a computer printout that specifies enrollment by program and by sex of student, you're home free. If it doesn't specify sex, you'll have to guess in a few cases whether "Leslie," for example, is male or female, but don't worry about it. If you can't use centralized records, you'll have to use class lists.

As a rule of thumb, occupational programs in which fewer than 25% of the students are female are nontraditional for women.

Assessing Occupational Demand. The other aspect of need that has to be documented is the jobs for which these occupational programs prepare graduates. Are they in high demand? Do they pay well? The point of an NTO program, after all, is whether ministrators, faculty, employers, and others, use that fact to encourage them to work together.

- Ask supporters to speak to other people about the program.
- Think positively -- unless you find out otherwise, assume the person you're talking to has some reason for supporting the program.
- Most important -- remember that other people's reasons for supporting the program don't have to be the same as yours.

In your conversations, you'll be collecting information on the need for the program from several points of view, how the program can meet some of the needs of your school and local employers, obstacles that exist to women's success in NTO, services the program should provide, community support, and available resources. You can skim this book again before you start meeting with people to get an idea of the program options to discuss with them. Your program is beginning to take shape.

There are four categories of people whose information, advice, and support are important. The first two, faculty-staff and employers, are essential, while advisory committee members and community service organizations and agencies are desirable. Each is described below.

Faculty and Staff

To establish an NTO program, you need to demonstrate that it is in keeping with school policies, stated and unstated. You also have to demonstrate that the program is in the interest of groups that are important to the school: administrators, faculty, staff, students, employers, the community.

Start with your school's goals, policies, resources, and structures. How would an NTO program fit in? Think about the influential figures -- the administrators, the board of trustees, the advisory committee, the faculty. How would an NTO program coincide with any of their objectives?

Talk to people in the departments suggested below. They know a great deal about the school, its needs, and its services, and would be involved to a greater or lesser extent in an NTO program. Involve them from the beginning by asking them for their ideas and suggestions.

Support departments:

Academic Affairs
Admissions
Career Counseling
Continuing Education
Developmental Studies
Development and Grants
Financial Aid Office
Placement Office
Public Information
Recruitment
Research and Evaluation
Student Services
Women's Center

Occupational departments: talk to department heads, division deans, and instructors in programs you have targeted in your needs assessment.

Tell them what you have learned about the sex imbalance in enrollments and about the job opportunities for women in male-intensive occupations. Ask them how an NTO program could draw on your school's strengths (e.g., an excellent counseling staff) and remedy its weaknesses (e.g., dropping enrollments in male-intensive occupational programs). Ask them what they see as the reasons why so few women have enrolled in NTO in the past. Ask them what would be needed to overcome the obstacles. Ask them about resources the program could build on. And ask them if they would like to take part in developing the NTO program.

Employers

Next to your school's faculty and staff, employers are the most important group to reach in setting up an NTO program. Time and again, NTO program coordinators emphasized personal contact with employers from the very beginning of the program.

If you don't already know who the major employers in your target occupations are, get leads from instructors, the placement office, the school-wide advisory committee, and/or the individual occupational program advisory committees. One of the Women's Outreach Project site directors found her school's advisory committee to be the best source of information on — and introductions to -- local employers.

Employers may welcome an NTO program because they have a shortage of skilled workers, Affirmative Action concerns, high turnover, or other reasons. Learning about an employer's situation before the appointment helps make the discussion more productive. Make special note of employers who seem most knowledgeable and supportive. You may want to ask them for help during the program for career awareness and support activities.

Good questions to ask of employers are these:

- What has your experience been in finding women for your (electronics technician, etc.) openings?
- How have women worked out in these jobs?
- What are the specific skills and education required for these jobs?
- How could we be of most use to you?

Because of their central importance throughout an NTO program (and not only at placement!), employers are discussed in most chapters in this book.

Advisory Committees

In addition to their value as links with the employer community, advisory committee members often have the advantage of dual status: they are school people and employers simultaneously. They are therefore able to react to a discussion about NTO in a well-rounded and informed manner. Ask them the questions you find work best with faculty and staff as well as employers.

Advisory committee relations are discussed further in Chapter 3.

Community Organizations

If you have time, it's a good idea to talk to social service agencies and organizations and to women's groups in your area. Start by describing the financial and personal advantages of NTO for women. You can ask them whether women would be interested in taking advantage of the program. At the same time, you'll be creating a future referral source. Another benefit is that you will learn about services that are available in the community.

Appendix B lists a number of community organization suggestions for you to consider, including social service agencies, employment agencies, and women's groups. There is more information in Chapter 3, as well.

PUTTING YOUR INFORMATION TOGETHER

You should now have a comprehensive (although perhaps not detailed) view of the need for and benefits of the program according to several important groups of people, obstacles to NTO success, recommended services, and community and school resources. In addition, you have identified your most likely allies (and possibly adversaries), created a wider awareness of the need for the program, and built a network of people ready to help. After these conversations, you are getting a pretty good idea of how your NTO program is shaping up.

Put your major findings and ideas down on paper — a rough program plan. You can use this information to obtain funding if you haven't already done so. You can use it with your top administrators to enlist or strengthen their support. You can use it with the most helpful people you have talked to as the basis for refining ideas and setting realistic goals for your program.

A WORD ABOUT ADMINISTRATIVE SUPPORT

Experienced NTO program coordinators state flatly that without administrative support there can be no NTO program. How you get it varies with your situation. If your school is small or operates on a personal rather than bureaucratic basis, it may be sufficient for you just to talk to your president or director about what you have found and what you propose to do. If your school is large or operates more formally, submitting a program proposal may be a required step in the approval process.

However you choose to make your approach for administrative support, keep in mind that administrators need answers to two questions. Is the program needed? Document need by the facts and figures you have collected in your groundwork effort. Will it benefit the school? Document benefit by the information you have collected in your support-building effort (e.g., the program will attract new students and thus generate new FTE's — full time equivalents — or relieve our dropping enrollment problem; the program will generate positive publicity in the community, etc.). You can mention the fine results achieved at the Women's Outreach Project field test sites using the guidelines in this book — see "How This Book was Created" and Appendix A for a description of their programs and results.

There is more information about administrative support in Chapter 3.

II. DEVELOPING A DETAILED PROOGRAM PLAN

We are assuming that at this stage you have already obtained funding. If you haven't, take your rough program plan to the development officer or grant specialist in your school for advice on funding sources. As these vary considerably from location to location, this person will be able to give you the most useful suggestions. (For information on budgeting for an NTO program, see below.)

Now you are ready to work out your final program plan. The most important principle is this: all departments that will be affected by the program should be at least consulted, and ideally involved, in the detailed planning. You are aiming to make your program an integral part of your school. If these people are a part of its birth, they will have an investment in its future. You also need them to check out your plans in terms of feasibility. For example, when one of our site directors showed her preliminary plan to a developmental studies specialist, she learned that it would be impossible to take women in developmental classes out of the classroom to learn about NTO. So she planned to visit each class instead.

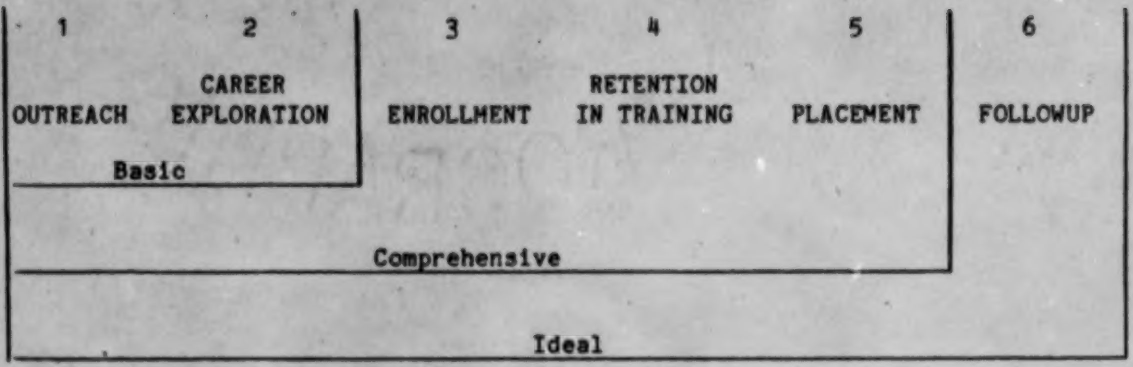
Using your groundwork contacts, go back to the smartest and most knowledgeable people. Show them your preliminary plan and ask for comments and suggestions. If any are willing to help you with your detailed plan (see below), you're fortunate. This can be best accomplished by periodic task force meetings.

The next step in the planning process is to determine your broad program goals.

FROM A BASIC TO AN IDEAL PROGRAM

It is helpful to think of an NTO program in terms of six goals.

Selecting the ones you propose to accomplish determines whether your program will be ideal, comprehensive, or basic.



A basic program achieves these advantages:

- The women you reach become aware of a wider range of occupational options.
- There will be positive publicity for the school.
- There probably will be an increase in NTO enrollment.

A comprehensive program achieves the above advantages plus these:

- High NTO enrollment.
- Good retention rate.
- Full support for a wide range of women, not just those few who can make it through on their own.
- Wide impact on your school.

An ideal program achieves the above advantages plus these:

- Greater job success for women.
- Improved NTO program through useful followup information (see Chapter 8 for an explanation of the scarcity but great importance of good NTO followup).
- Maximum impact on your school.

You need to evaluate your resources and your support in deciding how extensive a program to attempt. If they are limited, you may want to start with a basic program now and expand to a comprehensive one later. By and large, however, the greater the scope of your program, the more the women will benefit and the greater the institution-wide impact will be.

SETTING GOALS AND OBJECTIVES

Despite all the gibberish we sometimes see in the name of goals and objectives, they can -- and should -- make sense. Goals and objectives spell out what you're trying to do and how you propose to do it. Put another way, if you don't know where you're going, how do you know how to get there, or even whether you've arrived?

There are three keys to success for planning goals and objectives:

1. Be clear about what you're doing and why. For each activity, ask yourself: what purpose will be served?
2. Know how each aspect of your plan links up with the next. You're building a chain, and the links must connect.
3. Set realistic goals and schedules. Too grandiose, and you'll burn out. Too modest, and no one will notice you're there.

Below, we list objectives, a few optional activities, and outcomes for each of the six possible NTO program goals. The activities listed here, as well as others, are described in later chapters. Note how the outcome of each goal leads into the objective of the next.

GOAL 1 OUTREACH	Objective	X number of women are reached with introductory information about nontraditional occupations as a promising career option.
	Optional Activities	Newspaper articles, school bulletin, radio and TV interviews, presentations to women's groups, want ads in newspaper, public service announcements, etc.
	Outcome	Women are attracted to the school for in-depth occupational information.

GOAL 2 CAREER EXPLORATION	Objective	X number of women receive the information about NTO they need to make informed career decisions.
	Optional Activities	Career exploration course, workshop, readings and films, industry tour, hands-on tryouts, etc.
	Outcome	Women who decide NTO is appropriate for them begin the enrollment process.
GOAL 3 ENROLLMENT	Objective	X number of women enroll in NTO occupational training programs.
	Optional Activities	Testing, math refresher course, individual counseling, walking women through registration procedure, etc.
	Outcome	Women obtain appropriate NTO training.
GOAL 4 RETENTION IN TRAINING	Objective	X number of women complete NTO occupational training.
	Optional Activities	Support group, staff training, consultations with instructors, assertiveness training, extra math help, linkages with community services, physical fitness training, arranging part-time jobs, etc.
	Outcome	Women are placed in training-related jobs.
GOAL 5 PLACEMENT	Objective	X number of women are placed in appropriate NTO jobs.
	Optional Activities	Mock interviews, support groups, contacts with employers, consultation with instructors and placement personnel, etc.
	Outcome	Women are working in satisfactory NTO jobs.
GOAL 6 FOLLOWUP	Objective	X number of women are working in NTO jobs Y months after leaving school. Information is obtained that will aid in improving the program's services.
	Optional Activities	Support group, individual contacts with women, contacts with employers, work with placement officers, etc.
	Outcomes	Women's continued success on the job; improved NTO program.

PLANNING YOUR ACTIVITIES

You will need to choose the activities you will offer in each goal area you undertake. In subsequent chapters we describe a variety of activities for each goal; they are presented in chart form in Chapter 1. They are not intended as prescriptions. In choosing your activities, consider:

- The time they'll take,
- Your budget,
- Other staff required for advice or work,
- What you and your colleagues believe will be most effective and practical in your school.

In planning your activities, you may find it helpful to use an outline like the following. As an example, we are using an industry tour, one of the activities that can be used in career exploration.

Activity	INDUSTRY TOUR
Purpose	To give women a realistic idea of what NTO jobs are like.
Consists of	Contact and arrangements with employer. Develop agenda: role models, tour of facilities, speaker to describe jobs and salaries, sign-up sheet. Publicize tour. Plan future contacts with women who sign up.
Leads to	Individual appointments with women who sign up.

Each of the "sub-activities," such as "publicize tour," also needs to be planned, but you obviously don't need to plan every detail of every activity of every goal before you start your program. List enough of the highlights so that you will be able to organize your time well later on.

SETTING NUMERICAL GOALS

If you are required to, or prefer to, set numerical goals, there is unfortunately no sure formula we can give you. Numbers depend on how many student places are available in your target NTO occupational programs, the speed with which women are likely to respond to your efforts, the overall economic situation in your community, and others. Moreover, your final numerical goal may be placements, completions, or enrollments. We suggest that you consult with knowledgeable people in your school and ask their advice on reasonable numerical goals. And try to aim for the midpoint between being over-ambitious and over-modest.

Percentage goals are easier. If your school now has a 50% completion rate and you want to do at least this well, your program goal should be 50% or 60% completions.

Your plan is now complete. The entire process should require from one month (minimum) to three months (comfortable).

We suspect that no one has ever operated a program exactly as planned. Your plans are guides, and to that extent they are as important as roadmaps in an unfamiliar area. If you take a wrong turn you can get back to the main road, and once you arrive at your destination you may decide on a better route next time. But it would be foolhardy not to take your map at all, or not to use it. So make your plan carefully, and follow it as closely as you can.

III. BUDGET

NTO program budgets vary. Activities and salary levels differ. Some costs in some schools are part of the general operating expenses while in others they are separate program line items.

Nevertheless, here are the line items you will probably want to include.

Minimum Budget Line Items

- Salaries and fringe benefits
  - Full-time program coordinator
  - Half-time secretary (may be work-study student)
- Printing and duplicating
- Telephone
- Postage
- Office supplies
- Materials (including audiovisual supplies)
- Local travel

Other Line Items

- Equipment rental or purchase (e.g., typewriter)
- Advertising (print and electronic media)
- Instructors (for workshops, hands-on tryouts)
- Consumable materials in hands-on tryouts
- Speakers (including role models)
- Peer counselors
- Additional secretarial or staff time
- Out-of-state travel for conferences
- Consultants
- Emergency loan fund for NTO women

As with making a schedule, try to build a little maneuvering room into your budget to allow for unexpected costs.

IV. LOCATING YOUR PROGRAM

SINGLE SITE OR MULTI-SITE?

Two of our five site directors operated their NTO programs on two campuses simultaneously. If your school has more than one campus, you will need to think about the pluses and minuses of dividing your time.

Advantages of a Multi-Site Location

- The program is school-wide, which gives you more visibility and "clout."
- You may have more occupational programs to suggest.
- You should be able to reach more women.
- Differences in educational prac-

tice can give you choices: a multi-site director suggested that women who lacked confidence in their math ability enroll in electronics at one particular campus because math was emphasized less there.
- You have more people to learn from, more people to help you.

Disadvantages of a Multi-Site Location

- You spend a lot of time traveling between sites.
- Scheduling is more difficult.
- You need a secretary in each place, or at least someone to cover the phone for you.
- Records you need may be at your other office.
- You are more difficult to reach.

Consider your goals, resources, and energy level. If you want to compromise, you could run a single-site program the first year and expand to multi-site the second. On the other hand, our two multi-site directors report that while they sometimes felt frustrated and fragmented, having two campuses gave them a flexibility that benefited the program.

WHERE TO ESTABLISH YOUR OFFICE

If you have a choice about where your office can be located, there are some considerations you might want to take into account. Our site directors suggested the following advantages.

A counseling center, women's center, or student affairs location:

- You are with like-minded peers.
- You can generate support from counselors.
- It is convenient for counselors to refer women to you.

Near the registration area:

- You can check class schedule details quickly.
- You can conveniently accompany women through the registration process.

In the technical and industrial buildings:

- You have ready access to women in NTO occupational training.
- It is easier to establish rapport with NTO instructors.

One disadvantage of a women's center location is that NTO career exploration conducted there may be more difficult for some women. NTO jobs may appear riskier than they really are when compared to the traditionally female, "safe" jobs proposed by other women's center counselors. If you will have a women's center location, establish a separate identity by means of signs, posters, photographs, and books that clearly say: "This is the women's NTO place."

V. COMMON-SENSE EVALUATION

> "NTO is still new enough that no one knows exactly how it should be done. It's an evolving program and therefore many pieces are not in place yet. Good evaluation helps you put together the pieces better each time around."
>
> — An NTO program coordinator

She put her finger on the most important use of evaluation: it gives you the knowledge you need to find out what's really happening, what's working well, and what needs fixing. We call this program (or formative) evaluation.

PROGRAM EVALUATION

The evaluation we are suggesting here may be different from the kind you are thinking of. It doesn't require multiple regressions, control groups, pre- and post-tests, or other elaborate research techniques. Instead, you use observations, frequent progress conversations, simple questionnaires, and above all an atmosphere that encourages everyone -- yourself, women, instructors, counselors, and others -- to be responsible for improving the program.

The point is that you'll probably make mistakes. Some are immediately obvious: if no one shows up for a workshop on a topic you know is popular, you naturally suspect your outreach techniques. But some mistakes are much more subtle. What if women are dropping out and they're not coming to tell you why? It might be child care problems, inadequate math skills, sexist instructors, poor career counseling, financial emergencies, or other reasons. Unless you know what the problem is, you can't fix it.

We are therefore suggesting that you solicit feedback from everyone involved in the program, actively, regularly, and systematically. The best way is simply to talk to people. Ask them how things are going.

This can take some creative thinking. A woman who enrolled in transportation management at one of our field test sites reluctantly told the site director that she was going to have to drop out. "I don't understand what the instructor is saying. Everybody else does, so I guess I'm just stupid." When the site director called the other four women in the class, each one -- at first -- said everything was fine. They had all been embarrassed to ask for help because "I'm the only one who doesn't understand." You can imagine their relief when they found out they weren't alone. The result? The women got together, figured out where they were confused, and asked the instructor for extra help. The site director kept in touch with the instructor to make sure that the women were doing better.

In this case, good evaluation prevented five unnecessary dropouts.

How You Get It

The feedback you need can be obtained in a number of ways, all of them simple.

Feedback from NTO women:

- Short questionnaires, either one per major activity or at regular intervals on all activities.
- How-are-we-doing sessions with groups.
- Regular progress reviews by appointment.
- Impromptu stock-taking in conversation.
- Exit interviews at end of a career exploration course or upon completion of training.
- Observation: looking, and listening, and thinking.

Feedback from faculty and staff:

- Individual appointments.
- Staff meetings.
- Discussions after activities such as workshops.
- Short questionnaires.

To help you do program evaluation, we have included short sections on evaluation at the end of Chapters 4 through 8 (Outreach through Placement and Followup). In each one, we suggest simple and common-sense questions to ask and/or questionnaires to use that are appropriate to the subject covered in the chapter. In addition, we have included sample evaluation forms in Appendix F. Adapt them to fit your needs.

ACCOUNTABILITY EVALUATION

There is a second type of evaluation which is of great importance and takes very little time to do. Those who are backing you in some way -- your school by its sponsorship, your funding source by its dollars -- have a right to know that you are producing results. We call this accountability (or summative) evaluation.

The information they want is usually in terms of numbers. How many women, for example,

- have been reached by your outreach techniques?
- attended your career exploration activities?
- enrolled in nontraditional occupations programs as a result of your efforts?
- completed their training?
- got NTO jobs?

How do their NTO salaries compare with those of their previous salaries?

Accountability evaluation is very easy to do. All it requires is a system for record-keeping and an ability to count. We have included in Appendix F a sample record-keeping form you can use or adapt to keep track of what is happening to the women you come in contact with.

The information you obtain by means of accountability evaluation is very useful for another purpose: public relations. Many NTO program coordinators stress the importance of blowing your own horn by letting your school and the community know that your program is a winner. When you let the president of the school know that you have increased female NTO enrollment by 34%, he will be more likely to support the creation of a child care center on campus. When you let counselors know that more women signed up for an NTO career workshop than for any comparable event in the last five years, they will be more likely to suggest NTO options to women themselves. This is not bragging but improved communications and an essential strategic move. If you don't tell them, they won't know. If they don't know, your ability to reach your goals is diminished.

BENEFITS OF EVALUATION

Here are some of the changes that have stemmed from evaluation results. As you can see, the strengthening of the NTO program is substantial.

> "I now combine apprenticeships with other NTO options in a single workshop, rather than devoting a whole course to them. I changed this when I found out that there are very few apprenticeship openings."

> "Our school is open entry-open exit and doesn't require placement tests. The course placement counseling apparently isn't too good, as we discovered when several women were advised to sign up for math courses that were too advanced for them. We now offer math assessment tests to our women on an optional basis, and there's rarely a math placement problem. The college has been so impressed they're talking about doing this for all students."

> "Given the high need I was able to demonstrate for tutoring in math and technical vocabulary, more money was assigned to the Learning Development Center for tutors."

> "An electronics instructor called me to say that a woman in his class whose grades are usually tops isn't doing at all well lately, and she didn't want to tell him why when he asked. But she told me. One of her kids was getting into trouble in school. I put her in touch with a family counseling

agency in town, and that seemed to help. She didn't tell the instructor because it would look like asking for special privileges, she said. Her grades are back up now."

"Questionnaire results showed that women identified ignorance about tools as one of their hardest problems at the beginning of the carpentry program. So now I pay the carpentry instructor for three hours before the semester starts to teach all the women who want to come (and I really push it!) a quick lesson on basic tools. It's helped a lot."

This is a sampling of some of the problems and the solutions evaluation can uncover. The benefit far exceeds the effort.

CHAPTER 3: COORDINATING YOUR RESOURCES

An NTO program cuts across all personnel levels in a school -- administrators, faculty, and staff. It cuts across all functions -- outreach, administration, instruction, counseling, financial aid, placement, and others. And it involves community people -- employers, NTO workers, and community agencies and organizations -- as well as school people.

Since you can't do everything by yourself, this chapter tells you how to build on the support you've already identified and how to take advantage of existing resources in your school and your community. When you coordinate your resources well, you avoid needless duplication of effort (and burnout problems). You also create a team atmosphere, improve communication, and make the permanent adoption of your program more likely.

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I. ADMINISTRATIVE SUPPORT

For an NTO program to be successful, administrative support is only slightly less important than an NTO program coordinator.

WHAT ADMINISTRATIVE SUPPORT BRINGS YOU

It brings you visibility, legitimacy, and clout. Having the top person or people publicly behind you allows you to influence top-level decisions so that they benefit NTO women. Their decisions (and your own) are then implemented by others more energetically than they might otherwise be.

Here is what our site directors had to say about administrative support.

> "The President invited me and another new person to a small luncheon with ten significant supporters of my project. Introducing me to the deans and department heads was the best thing that could have happened to establish the credibility of the program in the school. I'm sure a lot of the cooperation I've gotten is due to that."

> "If the Academic Dean hadn't assigned the registrar to go with me to the company, I wouldn't have been able to set up the upgrading course there."

> "When I first met with the Dean of Industrial Technology about the program, he was abrupt and almost insulting. After trying diplomacy and persuasion, I told him he might not like the idea of a women's program but the President does, so he'd have to cooperate. No problem since then. It sure is useful to be able to pull rank when you need to."

> "There's been a lot of talk lately about budget cutting. Someone said in a faculty meeting that we might cut our NTO program to save some money. Our president said, 'Absolutely not.'"

HOW YOU CAN SECURE THESE BENEFITS

- If your top administrator doesn't personally introduce you to deans, department heads, and influential faculty members, introduce yourself.
- Keep administrators informed. Send them:
  - — memos
  - — evaluation results
  - — copies of local publicity
- Meet with them periodically.

For example, when the four women enrolled in an electronics class got the four highest grades on the midterm exam, the site director sent a memo about it to all of her school's top administrators. At another school, the NTO program coordinator sends a memo every semester to all administrators, faculty, and staff. It lists the women who have enrolled in NTO training. She sends a single list rather than separate ones by occupational program because "it really impresses people to see all those names."

Remember that administrators can't help being insulated from what is "really happening" in the school if nobody tells them. Give credit to administrators when you can:

-- In TV, radio, and newspaper interviews.
-- In progress reports.

Like the rest of us, administrators enjoy hearing good news -- especially about favorable publicity for the school and full-time equivalents (FTE's).

KNOW THE SYSTEM

It's very important to know your system and operate within its rules — especially if you are new to the school. If you step on a few toes lightly once or twice, you'll be forgiven. Do it heavily or often and you may not recover the good will you have lost.

> "There is in-fighting among the vice presidents — natural territorial competition and jealousy. But the program cuts across all lines. I've been very careful to involve every one of the vice presidents from the very beginning, so that all of them can say, 'This is our program' instead of his program."

II. WORKING WITH FACULTY AND STAFF

WHY IT'S IMPORTANT

Your role as an NTO program coordinator is dual. On the one hand, you will deliver a number of services directly — designing outreach materials, conducting all or part of career exploration events, and counseling women, for example. On the other hand, you will coordinate the efforts of many others in your school who provide necessary services to women — recruitment specialists, financial aid staff, registration/admissions staff, instructors, counselors, developmental studies specialists, placement specialists, and possibly others.

These people are usually competent professionals. They do their jobs as well with female students as with male students. Sometimes, however, there may be problems. One is the status quo problem discussed in Chapter 1: since there have rarely been women in the auto body program, counselors may not think to suggest it. Another is that few people realize how much our society has changed in the last decade or two. They are therefore unaware of women's needs for high-paying jobs. A common problem is that people may not understand the consequences of the different ways men and women are socialized. For example, many male students find technical language perfectly clear, while many women who haven't had the opportunity to learn it as girls, find it difficult.

For an NTO program to be successful, you must obtain the cooperation of the "unenlightened" and the "professional" as well as the actively supportive members of your staff and faculty, while neutralizing the "sexists" if possible. Our site directors and other NTO program coordinators emphasized the importance of good will and respect from other members of the school community, noting correctly that their programs could not have accomplished as much as they did without it.

For these reasons, we emphasize the fact that it is critical to work effectively with your faculty and staff.

WORKING WITH FACULTY

On an Individual Basis. To build simple good will, use simple methods:

- Have coffee with faculty members.
- Call them or visit to ask how things are going or to discuss a pending event.
- Ask them for advice on a matter within their expertise.
- Offer to help them out.

> "I had lunch with an office equipment repair instructor. 'In this job you have to look good,' he told me. 'I can tell a guy he's got to lose weight, that he's got to dress better. I just can't bring myself to say that to a woman.' He was grateful when I offered to talk to the woman he meant."

A favor you can do for counselors is to talk to any women who might be interested in NTO about training and career options. Those counselors who are uninformed about technical and industrial occupations should be glad to accept your offer. Our site directors received many referrals from other counselors this way.

Group Sessions

- Invite them to career exploration events.
- Hold a "media fair." Invite faculty and staff to view audio-visual materials.

> "We asked them which films to buy. A welding instructor said that the equipment in one film was outdated. We benefited from their expertise and they learned something about NTO."

- Hold a staff orientation meeting, with the notice signed by a top administrator. Site director Mary Jane Gillespie of Northern Essex Community College did this.
  - Describe your program.
  - Bring in a panel of NTO women role models (trained at your school, if possible).
  - Distribute handouts on jobs, salaries, etc.

The results were valuable for her program:

> "Ideas that had been in my plans were raised by the women on the panel and then picked up by the staff. This makes them staff ideas and not just mine. For example, one woman described how hard it was to be the only woman in her class. An instructor approached me a few days later with clustering plans. Then two counselors told me they thought support groups would help, and offered to help set one up."

Formal staff training is usually not necessary if the preceding methods are used. If you see the need for it, however, obtain administrative approval first. Your state sex equity coordinator or regional sex desegration assistance center (see Appendix C for addresses) can provide or recommend training consultants. If you would prefer to conduct staff training yourself, workshop materials are listed in the bibliography (Appendix H).

Task Force or Campus Committee

Even though you are probably the only person with official responsibility for the NTO program, there is nevertheless a way to spread its planning and implementation among other people. This is to create a task force, or campus committee, for your program. In the example given above, the site director achieved her goal of having an NTO task force grow out of the staff meeting. Membership in the task force was voluntary, which ensured that motivation and interest were high.

The day-to-day running of the program will still be up to you, but a task force brings you a number of important advantages:

- Focusing on the needs of NTO women can reveal the existence of institutional barriers whose removal can benefit all students.
- The broad base of the task force permits action to proceed on several fronts simultaneously, and multiplies your eyes and ears.
- Communication among departments is enhanced as people find out what others are doing and pool their resources for common goals.
- Task force members become active NTO supporters. They can be advocates for the continuation of the program and encourage people in their departments to become supporters as well.
- They receive the gratification of involvement in an effort that is different from their ordinary re-

sponsibilities and challenging in its need for creative thinking and action. The task force provides an opportunity for professional growth.

- Broad representation on the task force contributes to the institution-wide impact of your program.
- If your position is not refunded, the NTO effort will continue, although at a reduced level, through the awareness and commitment of task force members.

One site's task force discussed ways to make it clear to women that excellence in advanced math is not required for many NTO jobs. Discussion moved to general math instructional problems: large class size, increasing use of part-time faculty with little commitment to the school, the loss of talented math instructors to higher-paying jobs in industry, etc. The group decided to focus its efforts on improving math instruction, a benefit for NTO and other students alike. They also decided to plan a conference on women, math, and technology for the school and the public at large.

One site director has a word of caution for you, which grew out of her own experience:

> "Don't overload the people who have been supportive. The instructors who donated their time for the fall exploratory course were not asked to do that again in the spring."

WORKING WITH SUPPORT STAFF

You will certainly need a secretary to keep records, type, file, and answer the phone. In particular, someone has to cover the office when you are away from your desk for outreach activities and meetings. Aside from covering the telephone, a half-time secretary is usually enough. It's important to establish right from the start who is responsible for the telephone when both you and your secretary are away.

> "When it got to the point where I was getting ten to twenty calls a day, the department secretary refused, saying it was too much work and it wasn't her job. How could my work-study student answer the phone when she wasn't there? People started to complain I wasn't returning their calls. I didn't know they had called! I had to go to the campus dean three times before the department secretary accepted that taking my messages was part of her job."

Take pains to choose an assistant who is warm and welcoming. Some women's first contact with the program may be the secretary, and a cold or unhelpful attitude may discourage them from proceeding any further.

If you don't have the funds to pay a secretary, a work-study student is a fine solution, particularly if the student is an NTO woman. Programs have been able to use student interns as well, sometimes assigning them special tasks such as preparing and mailing flyers.

While we are on the subject of clerical staff, be sure they don't perceive you as "dumping on" their jobs. They will be understandably resentful if their occupations constantly play the role of "Brand X" in comparison with high-salaried NTO jobs.

Finally, don't forget to introduce yourself to receptionists and switchboard operators as soon as you begin your program so they know where to refer visitors and callers. If you are regularly at another location, let them know your schedule and where to reach you.

Now for the resources you identified when you laid the groundwork for your program: the advisory committee, employers, and community organizations.

III. WORKING WITH ADVISORY COMMITTEES

As a postsecondary vocational-technical school, you have ready access to advisory committees (or in some cases, boards of trustees) -- one for the school as a whole, others for individual occupational programs. If you have a women's center in your school, there may be an additional advisory committee for that. Advisory committees can be very useful to NTO programs by providing --

- Information on local job demand in your groundwork phase (one site director used her school's advisory committee heavily and successfully for this).
- Contacts with employers for placement of NTO women.
- Contacts with employers for scholarships and donations of money and tools.
- Making recommendations to the school on your behalf.
- Perspective:

> "An educational institution falls into a mindset that is quite different from business or industry."

First try to get yourself placed on the agenda of each relevant advisory committee (school-wide and those for your target occupational programs). You will probably have to go through your top administrator, directly or through channels, for the school-wide one and through department heads for the occupational program committees. This is another instance where administrative support helps. Particularly if you can't address the full committee, find out who is most likely to help you and talk to those members individually. Finally, keep them informed through progress reports.

IV. WORKING WITH EMPLOYERS

NTO program directors across the country agree it is essential to meet employers in your occupational target areas early on and to keep in touch with them regularly. This is only logical, since the point of an NTO program is NTO jobs for women.

Use employers for:

- Assessing local job demand.
- Telling you the courses their employees should have. Regardless of the school's degree or certificate requirements, some employers prefer more math, less electronics, etc.
- Speaking at career exploration events.
- Giving release time to their female employees to serve as role models in your program.
- Scholarships and donations.
- Part-time, work-study, or co-op jobs for NTO students.
- Publicizing your program in the organizations they belong to (e.g., Chamber of Commerce, Rotary, Kiwanis, Jaycees, and other civic groups).
- Giving interview strategy tips.
- Providing job referrals and jobs.

The employer efforts of one of our site directors paid off handsomely:

> "An advisory committee member told me about a local company that was under Affirmative Action pressure, so the president of the company was happy to hear about my program. He donated $3,000 to the school, renewable annually, for women training in his field. And even though he can't make hiring commitments for a year or two from now, I'm sure he will hire some of the women his company's money put through school."

Problems can arise when too many people from a school make contacts with employers. An employer who is visited by five people representing five different programs can understandably feel hounded and react negatively. Another problem came to light at a field test site, according to an administrator there:

> "Our site director told me that when she went to see an important employer, she had to correct some misinformation another staff member had given him about our services. She had to counteract the impression that we must be pretty disorganized. As a result, we now coordinate all employer contacts."

There is more information on employers in Chapter 4 (Outreach), Chapter 8 (Placement and Followup), and elsewhere.

V. USING COMMUNITY RESOURCES

Community agencies and organizations are useful to you in two major ways: as sources for referrals to your program and as providers of services to NTO women. Often, a community resource can play both roles for you. For example, a family counseling center waiting room might be a good place to put flyers about your program, and you might want to refer a woman there who is having home problems.

You can speak to the staff of the organization about your program, and sometimes be asked to do more:

> "Job Service was very supportive and asked me to give inservice training to their counseling staff on occupational sex stereotyping, which I did. Since then, they've sent a number of women to me."

> "I met with the superintendent of schools and representatives of the teachers' union to discuss how my program might help some of the thousands of teachers being laid off to find new careers. We agreed that I would organize a day-long conference on NTO careers for teachers to be held at the school. It will be paid for jointly by the union and the local school committee. The plan included a followup workshop at the union, a meeting with the Division of Employment Security personnel, and a job fair several weeks after the conference."

Techniques for working with community resources:

- Send them a written description of the purpose and services of your program.
- Ask for a meeting with the director and, if possible, the staff. Describe your program, answer questions.
- Keep them informed of your progress with reports or memos.
- Invite them to career exploration events.
- As one site director did, provide staff training.

See Appendix B for a list of the types of agencies and organizations you might want to contact in your community. There is more information on this topic in Chapter 4, Outreach.

VI. WORKING WITH ROLE MODELS

WHY ARE ROLE MODELS IMPORTANT?

Role models are women who have already chosen an NTO career. They may be students completing their training or working in NTO jobs. Role models are one of the most important elements of an NTO program.

Since women have rarely held NTO jobs in the past, they usually think only of traditionally female jobs. When they have the opportunity to see and hear NTO women, they can begin to see themselves in NTO jobs. The presence of role models can do more to demonstrate the reality of NTO career options than your most eloquent words.

> "For the woman who wonders if she is too old, or out of the labor market too long, or if she's smart enough to do it, the best answer is to see a 53 year old grandmother in electronics who has just bought her first house."

In addition to helping women envision themselves in NTO careers, role models are very much needed to give advice and guidance to women in your program from the vantage point of experience: they've been there. A role model can reassure new NTO women that they were also intimidated by the machines at first, that they also thought they'd never handle the math, that they were also convinced they were the only ones not to understand the lectures. Role models can give them tips on making it through: sources of child care, what to say to parents who don't understand why you have chosen an NTO career, the best way to study for an exam, what to wear to an interview, what you can expect on the job, and many others.

WHEN DO YOU USE ROLE MODELS?

Use role models frequently in:

- Outreach. Feature them in your publicity materials with pictures, thumbnail sketches, and interviews. Bring them with you to television and radio talk shows. Have them interviewed for newspaper articles.
- Career Exploration. Ask them to speak to your groups individually or in panels, and leave a lot of time for questions. In an industry tour, have the company schedule a panel discussion with NTO women working there.
- Support. Use NTO women who will graduate soon as peer counselors for new women, or use them in a buddy system (pairing a new student with a more experienced one). Ask those who are working to come to support group meetings or participate in special workshops.
- Job Preparation. Have them take the role of the interviewer in mock interviews. Ask them to give advice on the interview and job experiences.
- NTO Demonstrations. Include them in presentations to your faculty and staff at the beginning of your program, to advisory committees or to employers you have invited to learn about the program.

TECHNIQUES FOR USING ROLE MODELS

Finding Role Models

In your initial contact with local employers, ask to talk to any NTO women who are working there. Check school records to find NTO women who have already graduated. If NTO is very new in your area, you may not find more than a few, but this is enough to start. They may be able to lead you to others.

> "Now our role model pool is so large that role models are finding other role models for me."

Selecting Role Models

Help the women in your program to identify with them by choosing role models who are like them in age, job, race, marital and parental status, and any other factors that might be significant to your group. Look for role models who can describe both the pros and the cons of nontraditional work and training, or pair role models with positive and negative experiences to recount, to make sure that your women get a balanced view of NTO.

Keeping Track of Role Models

Maintain a file, either in alphabetical order or by job category, whichever is more helpful. Record where they work, how to reach them, and relevant personal information, such as age, marital status, and children. Make a note each time a role model participates in your program.

There is a sample form for keeping track of role models in Appendix F.

Maintaining Good Relations With Role Models

If possible, pay them a small honorarium for their time plus expenses. Describe the rewards of the experience to them; many role models get a great deal of pleasure in helping other women achieve the same financial and job satisfaction advantages they have found. And no matter how good a role model is, don't burden her with too many requests.

VII. AVOIDING COORDINATOR BURNOUT

WHAT CAUSES BURNOUT?

It is not easy to be an NTO program coordinator. You have a lot of learning to do — about NTO jobs, salaries, and employers; about instructors and occupational program requirements; about the special circumstances many NTO women face; and, if you're new to the school, about a great deal of procedural and political information. You have an NTO program to plan and implement. You have many NTO women to see. You coordinate publicity, career exploration presentations, and placement. You work with many of the school's departments and people.

You need to take care to pace yourself, or burnout -- job exhaustion and frustration — will result.

> "It's not only the hours you have to spend, but the intensity of energy you expend. It's not just a job — at times it's more like a social movement. You don't go home and leave it at work. At some point you have to moderate the tempo. Take a break. Have fun. Divorce yourself from the job from time to time so that you'll still be around next year."

One site director learned this lesson the hard way. She had not yet been assigned a promised secretary and was racing the deadline to get her newsletter ready when she was asked to "drop everything for the rest of the week" to work on a proposal. Several thousand dollars had just become available to train women for skilled jobs in a labor-short nontraditional occupation. "I've only been here for three months," she told us at the time, "but with all the pressure I've had, I'm ready to walk out of this place." When she calmed down, she told the vice president who had made the request that she could not drop everything without seriously harming her program. Her decision was accepted. The experience taught her that if she wanted her program to succeed she'd have to fend off extra demands on her time, even for worthy causes.

This site director's problem is a common one in schools that are underfunded and understaffed. Serving on committees, attending meetings, escorting visiting dignitaries, and planning school events help at the beginning to make your program visible. Beyond a certain point, however, these activities may prevent you from running your own program.

HOW CAN YOU AVOID BURNOUT?

Our site directors and other NTO program coordinators give you these tips on avoiding burnout:

- Get all the help you can from other people in your school.
- Be selective and flexible -- set your priorities.
- Meet regularly with "one sane person" who will tell you what is best to give up.
- Keep your eye on why you're doing what you're doing.
- Keep records of how you spend your time -- that will help you assess how you're actually using your energies.
- Do something each day that you know is important for your program.
- Take workshops on assertiveness training and time management.
- Ask your immediate supervisor to run interference for you.

ABOVE ALL:

- Relax. And laugh.

START-UP CHECKLIST

Starting with this chapter, we are including a short checklist as a reminder for you. Use it as your program gets underway.

In Appendix D, you will find a "maintenance" checklist. Consult it from time to time once your program is running smoothly, to make sure you don't forget anything important.

HAVE YOU .....

... Learned your school's chain of command and decision making procedures?

... Identified supportive staff?

... Identified potential problems?

... Informed faculty and staff about your program?

... Had individual meetings with faculty and staff?

... Started your role model file?

CHAPTER 4: OUTREACH

In this chapter you will find a number of techniques you can use both within and outside of school for outreach. Using them, you can acquaint large numbers of women with NTO as a career option and interest them in learning more about NTO at the career exploration events at your school. Successful NTO outreach calls for adapting your channels of communication and your messages so that they are targeted unmistakably at women.

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I. STARTING POINTS

The information some women receive about NTO via outreach activities is all they need; they bypass the career exploration phase and enroll in training directly. For others, however, outreach is the first step in learning enough about NTO to make an informed decision for it or against it.

We use the term "outreach" because it fits the notion of wide publicity better than "recruitment" does. However, the words are often used interchangeably.

Your school probably has a functioning outreach system in place, either formal (via an outreach or recruitment department staffed by specialists) or informal (community contacts by a variety of school personnel). In a few schools, no outreach is done at all, particularly when student places are filled without it. Ideally, however, you should be able to count on the backup of experienced personnel, funds for outreach, printed materials, etc.

THE POWER OF THE STATUS QUO

If this is so, why have the usual outreach techniques been unsuccessful in attracting women to NTO before?

The reason is the status quo. If a woman sees a flyer for the industrial engineering program, she assumes it's for men, the way it's always been, and not for her.

Simply announcing that male-intensive training programs are now available to women usually has little effect. When there is a history of exclusion, intentional or not, people who have been excluded don't always rush to enter the gate just because it has finally swung open. In addition to opening the gate, someone must invite them in and escort them through. This is your job. NTO outreach is best understood as a concerted educational campaign, in which you make it clear that you are talking to women: telling them what the career options are, what services you offer, and what jobs await them.

Outreach techniques for NTO women are in most respects only extensions of regular techniques. Later in this chapter we discuss how you can use newspaper articles, catalog announcements, brochures, community presentations, and other common approaches. The difference lies primarily in focus and channel. A focus on women means that the content of your outreach activities will be adjusted so that it appeals to women. Finding new channels to reach women means using some groups and publications you haven't used before.

BASIC STRATEGIES IN REACHING NTO WOMEN

* Know your population.
* Recruit personally.
* Educate everybody.
* Go to where the women are.
* Target the message to women.
* Use role models (see Chapter 3, Coordinating Your Resources).
* Mix your outreach techniques.
* Have others recruit for you.

Word of mouth will gradually take over. Count on one successful series of career workshops (discussed in Chapter 5) for this to begin to take hold.

II. OUTREACH TECHNIQUES IN YOUR SCHOOL

At every school, there are many women who have not yet settled on a career choice. Perhaps they're taking a workshop offered by the women's center, or a course in the continuing education department. Perhaps they want to find out what the school offers. Perhaps they're spending some time in developmental studies to improve their skills before they enter an occupational program. You don't have to raid female-intensive occupational programs to reach women in your school.

BASIC TECHNIQUES

Print Brochures

If you have a graphics or public relations department, consult with staff on design. If you have a printing program, printing costs to you should be low or zero. Make the cover attention-attracting: simple graphics, eye-catching colors, a good slogan, etc. Examples are --

- Women: it's time for money in your life.
- There is no such thing as a man's job.
- Women: earn what you're worth.
- Women: build your own future.

On the inside, briefly describe what NTO is and why it's desirable, and list your program's services along with contact information. There are samples of brochures in Appendix E. Print lots of brochures! Leave them wherever there are printed materials for students: admissions, continuing education, women's center, president's office, etc.

> "Our community outreach workers and the high school relations assistant always carry our brochures with them when they visit the community."

Print Posters

Coordinate the design with your brochures. Include contact information. Put them in public places: the student union, the cafeteria, the women's center, the admissions office, etc.

School Publications

Your program should be mentioned in all outreach materials produced by your school: catalogs and bulletins, course listings, handbooks, newsletters, etc. Find out when deadlines are for submission of items. If you have a public relations department, get to know the person who runs it for coverage in a newsletter for faculty, assistance with press releases, etc. If you have a student newspaper, ask the editor for feature coverage of your program. One site director prepared an 8-page newsletter on the program which was sent out to 5,000 people on the school's public mailing list.

Speaking to Women

Ask instructors if you might speak briefly with students during class time in developmental studies and math classes. Do the same in relevant continuing education classes and in women's center workshops and meetings. Describe your program and let them know of career exploration events.

Referrals From Staff

See Chapter 3 for information on working with staff and faculty. Keep them informed of upcoming events. Let them know which of the women they referred enrolled in NTO training.

Mailings

Obtain mailing lists from the women's center, the developmental studies program, the counseling office, the continuing education department, admissions, the registrar's office, the public relations office, etc. Keep the lists in the form of labels ready for use.

OTHER TECHNIQUES

- Show films about NTO at lunchtime in a room near the cafeteria, or elsewhere with brown-bag lunches.

- Publicize and hold NTO Hours, where women can drop in to learn from you (and possibly role models, counselors, instructors, or employers).
- Staff a booth at lunchtime in the cafeteria; supply it well with brochures and other handouts.
- Set up a display board in the student union or another well-travelled location with information about your program, pictures and articles about NTO women, etc.
- Set up a "browsing table" with books about NTO for women, including Time for a Change, the companion volume to The Nuts and Bolts of NTO. (Others are listed in Appendix H.)

In-school outreach occasionally elicits resistance from staff and faculty members who interpret the special targeting as unjustified favoritism or "reverse discrimination." However, once they understand that these strategies result in more students, good publicity for the school, and positive reactions from instructors of NTO women, the resistance tends to fade. (Someone should tell them that according to Title IX, recruitment targeted at one sex to compensate for unbalanced enrollments is legal.)

III. OUTREACH TECHNIQUES IN YOUR COMMUNITY

Outreach techniques targeted at women in the community usually yield more women attending career exploration events than in-school efforts. Plan to spend a significant amount of time in these activities for a year or so. You can decrease it when word of mouth takes over.

PUBLICITY

Brochures and posters, discussed above, are important in community outreach as well as in your school. Put posters up at locations frequented by many women, such as supermarkets, laundromats, community bulletin boards, etc. Have brochures on hand to give to walk-ins and to distribute in the community.

Newspapers

Features. Identify the major newspapers in your area, including neighborhood weeklies. Cultivate relationships with reporters and photographers; your public information office should be able to give you leads.

> "We developed contacts right away with the publisher and editor, and a reporter has already been assigned to cover us. But we're keeping a low profile until everything is in place before we ask the reporter to do a story on the program."

> "I thought I might have a hard time persuading our newspaper to do features on the program because they've run a number of profiles on NTO women lately. I chose a reporter who wrote good articles and called her. 'I have a program here that will make terrific copy. I've been reading your paper carefully and you are the only reporter I want to cover it.' It worked."

What will interest a newspaper?

- News, such as a career exploration event at which "important" people are speaking, or the kickoff of your program.
- Human interest stories, such as interviews with NTO students or workers.

Be sure you have the reporter include contact information in each article, and if possible have photographs taken. This is what can happen when a good article appears in the newspaper:

"I confess I didn't believe newspapers would work well, so I was astounded when the phone rang off the hook the day the article appeared. I got over 40 calls that day alone. Most of the women told me they had no idea women could get these jobs. I made appointments with every one of them, and about half ultimately enrolled. It was exhausting, though. Now that I know how powerful the press can be, I'm careful to announce the next career workshop or course in the article so that all those women don't have to call me directly."

Advertisements. Some NTO programs report they have good results using a regular ad in the Help Wanted section of the newspaper. This can get expensive, though. Some large companies buy permanent space and may be willing to donate it to you from time to time as a tax write-off.

Press Releases. Especially if you can't get feature coverage of some aspect of your program, issue press releases. These are short written announcements of newsworthy events which you prepare for newspapers to use, such as:

- Enrollment of women in nontraditional career training doubles...
- Local voc ed program praised by State Department of Education....

They won't always be used, but keep trying.

Public Service Announcements (PSAs). These are consistently effective. Many newspapers run calendars of upcoming community events. Have yours included.

Television and Radio

Talk Shows. Radio and TV talk shows are good publicity forums. Find out which ones are best from your school's public information office, or by asking around. Get yourself invited by calling the host, describing your program, and emphasizing that NTO is a hot topic lately. If you can, take an articulate role model with you to share the interview. You'll reach more working women in evening programs and more homemakers during the daytime.

Public Service Announcements. Find out from your information office or the TV and radio stations how to record a PSA. They are most effective when aired frequently at different times of the day. If you're putting together a PSA for television, use action shots of NTO women in school. Ask a woman with a comfortable, informal voice to do the narration. You may be able to get help from your school's Audiovisual Department.

SPEAKING TO GROUPS

"I made speeches any time I was invited, even if I was scared."

The site director was smart to do it: before long most of the major groups in her medium-sized town knew about her program, and the referrals started coming in. She became less nervous each time, too.

You can assume that NTO for women will be new to many of your listeners. They may be learning for the first time that women are doing these jobs. They may not know about the differences in salary and career ladders between traditionally male and female jobs. Few are aware of the new careers in high technology, and some may not know about older technical careers. So you will be doing a great deal of basic teaching.

In many communities, your program will be welcomed, but in others it may be seen as contrary to the current social, educational, and economic traditions. You may encounter reactions ranging from enthusiasm through resistance. Sometimes, men who are uncomfortable with the idea of women in "men's" jobs express their discomfort by means of awkward jokes or exaggerated gallantry. Women who are uncomfortable with it tend to express their objections more directly.

Here are some tips on speaking to groups:

- Be pleasant, factual, and brief.
- Remember that you are the expert on NTO and that NTO has been successful nationally.
- Assume that everyone is interested in hearing what you have to tell them.
- Encourage the active participation of the audience in discussion, particularly those who favor NTO.
- If a participant is taking up too much time with remarks, offer in a positive way to talk with him or her after the session.
- Don't let yourself be drawn into an argument.
- If a session doesn't go well, remember: nobody wins 'em all.

Presentations to Women

Your purpose here is not to give a full career exploration workshop to every group of women you speak to (which would be inefficient), but rather to give them enough information to interest them in learning more at a career exploration event at your school.

Speak to women in groups, such as clubs, church or synagogue groups, women's centers, PTAs, day care or nursery school meetings, Parents Without Partners, and the like. Your community groundwork (Chapter 2) should have identified such organizations, and now is the time to capitalize on your contacts. Make your availability as a speaker known, and contact directly those organizations you think might be most promising. (See Appendix B for a list of community organizations and agencies you may want to contact.)

When you speak to groups of women, bring along:

- Your brochure.
- Possible handouts, e.g., local NTO jobs and salaries, free Women's Bureau (U.S. Department of Labor) publications, training requirements, etc.

You might also want to show a film, but preview it first. (Recommended films are listed in Appendix H.)

In describing your program, be sure to emphasize that it is designed to meet the needs many NTO women have, such as money. Also address concerns, such as math. (Math is discussed in Chapter 6.) Leave time for questions, and make yourself available for more questions after the session.

> "I've found that presentations to women always go better when the audience gets involved via questions and answers."

> "I've spoken at local recreation centers, where there are parents with school-age children. Even if they're not ready for full-time jobs, I encourage them to start thinking about careers now and to take courses part-time while their children are in school."

Presentations to Community Organizations

Referrals from community social service organizations and agencies are a fruitful source of NTO women. Find out which ones are likely to come into contact with women who need well-paying jobs -- young women entering the labor market, homemakers reentering the labor market, or career changers.

To establish a referral network with these organizations, send a letter describing your program and requesting a meeting with the staff if possible, or at least the director. Bring along printed material, but rely on the spoken word. You may want to refer some of your program women to them later, so use the opportunity to learn more about their services and staff.

If you run into problems with referrals from some groups, don't write them off as lost causes. They may need to learn more about the goals of your program. If you find that women at these organizations are getting no information at all about your program or getting wrong information, go back to clear up any misunderstanding. It's also useful to invite their staffs to career exploration events.

> "Divorce-oriented groups are good, as many of these women need to go back to work but don't know about the new technical jobs."

> "I've met with women involved in women's groups in town for my recruitment. They pass the word. I give my literature to them and ask that they include it with their mailings."

As this comment suggests, it's desirable to "piggy-back" on the mailing lists of other organizations. If your material doesn't add to the postage required, they may be willing to include information about your program for free. You can also ask for their mailing lists so you can do the mailing directly.

Some NTO program coordinators prefer to devote considerable effort to presentations to community organizations because it multiplies their audience:

> "I would rather concentrate on educating people who can educate others or informing people in large numbers through the newspapers. Spending three hours talking to ten potential NTO women seems wasteful when the major problem is making women aware of these opportunities."

When the effort pays off -- when women they refer enroll in NTO training and later obtain jobs -- let the referring organizations know. Positive feedback will keep the referrals coming.

High Schools

One NTO program coordinator we interviewed spoke for many others when he called outreach to high schools a "delayed reaction" technique. Their experience has been that by and large, few girls are in NTO occupational programs at the high school level and few appear in NTO training or jobs right after graduation. Commonly, they say, young women spend several years in traditionally female jobs, have a couple of children, and then come to the program saying, "You came to my high school a few years ago ..."

Changing this pattern is a tall order.

Reaching female students.

- Make a presentation in assembly. Bring along role models and instructors. Show a film.
- Have discussions with individual classes. This takes more time, but the greater question-and-answer involvement can be more effective. If students are resistant, be non-judgmental: they are more likely to change their minds about NTO in a few years if you are not disapproving or antagonistic.
- Participate in career days, with handouts, role models, and/or films.
- Arrange for students to come to your shops and labs for hands-on tryouts for an afternoon. (See Chapter 5.) The accent should be on fun, not work.
- Set up a short-term after-school, vacation week, or summer program for junior or senior high school students to explore NTO work.
- Focus on the high school level, but make presentations to other grades, too -- including elementary school children.
- An indirect but important method is to reach parents via PTA meetings or invitations to open house events. Parental approval is still a strong influence on adolescent girls, who are not likely

to enter NTO training if their parents oppose the decision.

Working with school staff.

- Make a presentation at a faculty meeting, targeting school administrators, guidance counselors, and math, Industrial Arts, and shop teachers.
- Invite staff to attend career exploration events.
- Arrange for staff to have hands-on tryouts in your shops and labs.
- Work out an arrangement with staff for girls to get co-op experience in your shops and labs or with employers you have contacts with.
- Choose the most supportive guidance counselor in each local school to be your liaison for presentations in the school.

Many NTO coordinators report that when junior and senior high school staff discover that NTO salaries are sometimes higher than their own, teachers sign up for NTO training themselves. This is particularly true in areas where teachers are being laid off.

Presentations to Other Groups

You can expect to speak to groups that are not composed of potential NTO recruits or referral sources. Some, such as employer associations, are of direct relevance to your program while others may be more in the category of general community good will. All such presentations are valuable for outreach, however, since they present opportunities for word-of-mouth referrals, as well as community visibility for your program.

These groups will probably be interested in hearing about NTO in general with anecedotal illustrations from your experience, rather than a detailed description of your program. You may want to give them an economic overview of why NTO is important, but remember that too many statistics are painfully boring. Learn as much as you can about your audience before you go, and make your presentation as relevant to their interests and concerns as you can. Don't forget your brochures!

OTHER TECHNIQUES

You might want to try a few of these. Invent your own, too.

- Staff an information booth — at a community fair, at a job or career fair, at any event where large numbers of people are gathered:

> "The management of a large shopping mall near us reserves one store for community organizations to publicize their activities. They offered us the space twice a week."

- Put up posters at public places and stores around town. Choose places women are likely to go. Put brochures there, too.
- Ask currently enrolled NTO women to distribute brochures.
- Ask supermarket managers to put brochures in grocery bags at the checkout counter.
- Arrange with the welfare department to put brochures in the check envelopes. (Be sure you have strong financial aid packages to offer before you do this.)
- Put announcements of your program in the newsletters or newspapers of high schools, local companies, military bases, churches and synagogues, and community organizations.
- Put brochures in libraries:

> "I find that libraries and career centers don't always have information on technical fields, so I make sure the information is available and accurate as it relates to women."

- Make your own slide show, as site director Bob Walker of Altoona Area Voc-Tech School did:

"During the first cycle of our program, we photographed the women in a variety of activities for a slide show for subsequent recruitment and community presentations. It made for good PR, and the fact that the pictures were of local women appealed to audiences."

- Women without required training sometimes apply to employers for NTO jobs. Ask personnel directors to refer them to you.
- Buy ad space in programs for music, sports, and theater events.
- Put public service ads in buses and subways.
- Set up a booth (or a mobile van) equipped with simple hands-on tryout stations. (Don't forget to check into legal liability first, though, in case of injuries.) You'll need trained people to staff the booths.

IV. UPGRADING IN INDUSTRY

Many schools have arrangements with local employers to provide education and training for their employees. Some employee benefit packages have tuition-reimbursement plans, which can be used for a degree or job-related courses. Sometimes the school and the employer will work out a contractual program tailored to the employer's needs in terms of scheduling, duration, location, curriculum, equipment, etc. You can use this model for NTO purposes by arranging upgrading courses for women already working in low-level jobs at local companies.

Our information for this section comes from Leslie Delman, the Women's Outreach Project site director at Broward Community College in Fort Lauderdale, Florida.

DO YOUR GROUNDWORK

- Identify growth occupations in local industry (see Chapter 2).
- Find out which companies hire people for these jobs: your local industrial board, Chamber of Commerce, manufacturers' associations. These sources tell you the number of employees, the jobs, the executives' names and titles, and what the company manufactures.
- Ask instructors to tell you which companies have a forward-looking reputation. Avoid for now those that are known in the community as strongly inhospitable to women.
- By discreet inquiry, find out which companies are having problems with labor-short occupations. If you find one that is importing employees from out of state, you've probably found an interested employer.
- Target large companies with good benefit packages.

SECURE ADMINISTRATIVE SUPPORT

This is absolutely essential.

"You must have strong administrative support from your school for this," says Leslie Delman, "because you have to offer the company whatever it needs (within reasonable pre-arranged limits) and your school has to make good on what you offer."

Discuss with administrators in advance:

- Registration procedures.

"I've spent some time with the staff of the registrar's office and found out it was possible to set classes up outside of the regular school semester. I also found out it was possible to conduct registration at the company, although this had never been done before. The advantage of this is that once a company is interested in setting up classes, you can move on it immediately. Otherwise you have to tell them, 'That's great. See you in three months when classes start.'"

- Location. Can classes be held on campus, at the company, or both? If on campus, can extra sections of a class be formed quickly?
- Course content and schedule. Must the courses you can offer be regular courses or can they be individually tailored to the company's needs? Can they be offered during working hours?
- Instructors. How can time be found for instructors to teach the special classes?
- Equipment and facilities. What can be available? Who pays for what?
- Contract details. Who signs it? What should it include?

THE FIRST MEETING

The key here is flexibility, sensitivity, and the ability to operate from the basis of the company's point of view.

- Ask to meet with the personnel director, the training director (of large companies with in-house training facilities), or the president.
- Tell the official about your program, but say "low-level" or "entry-level" employees, not "women." Many employers are cautious about possible sex discrimination suits, which they can interpret as anything that favors one sex over the other. Since most of these employees will be women, you will achieve your goal anyway.
- If they have in-house training, ask about training they don't provide. Perhaps they don't have enough time, equipment, or facilities to offer the training you're targeting.

"One electronics company had in-house training for technicians but not testers, so I set up a class for testers."

In most cases, even though they generally prefer in-house training for its more direct relevance, they can accept your training if you have something they need.

- Ask about projected growth, to make sure there is a need for people with upgraded skills. Stress the efficiency and economy of upgrading people from within rather than recruiting from outside: current employees are known quantities, and the fact that they have roots in the community means less likelihood of turnover.
- Find out what the company's contribution can be. Will they reimburse employees for tuition?... give them paid time off to attend classes?

"If employees have to pay tuition themselves, I require much more commitment from the company to hire them at an upgraded level when they finish their training. This is mostly true of smaller companies."

- Ask for a tour of the company. See what jobs women are currently working in and ask about their educational level.

SURVEYING EMPLOYEE INTEREST

- If the company is interested, ask them to survey employees to estimate the response.
- Tell them the survey letter must come from the company, not from you. It must specify the advantages to the employee of participating in upgrading courses.

"I've learned I have to suggest to the employer exactly how to survey the interest among employees. Several companies told me they surveyed their employees but got very little response. It turned out they just showed people a list of the courses we offer and asked those who were interested to sign up. Women were put off by the names of the courses, particularly in math. That and low self-confidence were why women didn't pursue it, even though it was free and on company time. So I suggested that supervisors tell individual employees how well they are doing and point out that the company would like to see them move up from within and would like to sponsor them in the courses they need to make this move possible. I find this has far better results."

- Sometimes the company will let you circulate written material: ask.
- Sometimes the company will let you speak to the employees directly about upgrading and the courses necessary. This is most effective when a company person in a position of authority reinforces your message by physical presence as well as words.

CLOSING THE DEAL

You may need to go back several times before reaching agreement. When it looks promising, bring along an instructor from the relevant occupational program to discuss course details with the company's technical department.

"I choose a very personable and competent technical instructor to meet with their technical staff. An instructor and I visited one company several times without success. A few months later, one of their technical staff people called him to ask if we could develop a special program for them. They didn't bite the first few times, but when the need came up they thought of us."

SIGNING UP THE WOMEN

- Prepare the announcement of your visit, including appointment times, for the personnel department to send to employees if they choose. This spares them some trouble and it lets you structure your visit the way you want.
- Set up half-hour appointments with women in small groups.
- In the groups:
  - Describe the courses that have been agreed upon, the company's contribution or commitment, and the jobs and salaries they can expect afterwards.
  - If women ask you about the jobs in different companies, tell them you can't say. Obviously, the company won't let you come back if they feel you are raiding their employees for other companies.
  - You might want to suggest to women that if they're undecided, they should sign up now and if necessary change their minds later, since space is limited.

"I was almost delirious at the end of the day after repeating the same thing over and over again, but 43 people signed up."

- Create extra sections for them if their numbers warrant:

"I set up a special class just for them at a convenient time. The purpose of keeping employees together is to create a support group for them."

Upgrading courses are an excellent way to help women obtain NTO training. It can work for you, too.

V. RECRUITING BLACK WOMEN

Many NTO programs have found that outreach techniques that work successfully with white women are relatively ineffective with minority women. In some minority groups such as Hispanics and Native Americans, sex-role attitudes are often more traditional, making it more difficult for these women to be open to the idea of NTO.

REALITIES

Attitudinal factors may also play a role with black women, the only minority group we have enough NTO information about to discuss here.

There appear to be proportionately fewer black women enrolled in NTO than white women. Since black women are at the bottom of the male/female, black/white earnings ladder, reaching them with information about NTO is especially important. However, there are barriers.

Some researchers have pointed out that black women may be sensitive to accusations that NTO women "take jobs away from men" when black men have employment difficulties. Historians remind us that not so long ago blacks were urged to do manual labor while whites were oriented toward white-collar work. This may be the origin of many blacks' mistrust of vocational education, which they have seen as lowering their occupational aspirations and discouraging them from college or professional education.

Therefore, if you find resistance to vocational education in your presentations to black women, be honest about the realities of the past but inform them of the salaries and career mobility that NTO training now offers.

One of the Women's Outreach Project field test sites, Trident Technical College in Charleston, South Carolina, decided to target black women in their NTO program. Trident Tech had several years' success with an earlier NTO program (FACIT/FACET, Female Access to Careers in Industrial and Engineering Technology). FACIT, however, had been successful primarily with white women. Site director Susan Duchon found that by adapting outreach techniques to the preferences of the black community — and by being persistent in her efforts -- she was able to enroll 31 black women in NTO programs, an increase of 86% over the preceding year.

BASIC APPROACHES

- The spoken word often carries more weight than the written word.
- Make use of people, organizations, and community newspapers that are known to and accepted by the black community. Meet the black leaders and solicit their support.
- If you are white, it's better to do your presentations jointly with a black staff member from your school -- who should also be heavily involved in the planning and operation of the NTO program as a whole.
- Use black NTO women as role models.
- Try for wide coverage: word of mouth is especially effective in the black community.

OUTREACH TECHNIQUES

- Give presentations at black community organizations: social and service groups, community centers, churches, rural health centers. Black sororities and service groups form a good network. Bring black role models.
- Place PSA's on radio and television programs directed to black audiences.
- Get feature coverage in minority newspapers. Have a black NTO woman interviewed in the article.
- Staff an information booth in a promising location:

"We set up a table for recruiting and counseling Black and Hispanic women at the community center in their neighborhood once a week."

- Leave brochures and put up posters in churches, beauty parlors, laundromats, community centers, and other locations in the black community.
- Make presentations at high schools with a large black enrollment, particularly during career days.
- Participate in Black History Month events.

There is additional information on serving black women in Chapter 7 (the section on racism).

EVALUATION

You need to find out which outreach techniques are most successful -- in other words, which ones work best in attracting women to career exploration events or, in a few cases, directly to enrollment. This will enable you to put your effort into methods that work and eliminate those that don't. Here are two ways to do it.

1. Telephone log

In all your outreach methods, ask women to call you to reserve a place at the career exploration event you've been publicizing. Keep a log next to your telephone:

Date	Name	Home phone	Work phone	Outreach technique

2. Questionnaire

Include a question on outreach techniques in a questionnaire you hand out at your career exploration events:

How did you learn about today's NTO career exploration event?

- -- Newspaper article
- -- Classified ad
- -- Brochure: where did you get it? ______________
- -- Poster: where did you see it? ________________
- -- Mailing
- -- Someone told me:
  - -- Friend or family
  - -- Organization or agency: which? _______________

To find out about the outreach techniques that are successful with specific groups of women, add these items to the questionnaire:

Age	Current job, if any
Race	Current salary
Marital status	Number of children
Reason for coming to event	

Sort them by the outreach methods the women check off (or better yet, use a computer if you have one). For example, you may learn that older women tend to learn about your program by reading the newspaper, while younger women use the radio. You can use this information the next time around to target your population more accurately.

START-UP CHECKLIST

Have you .....

... Written press releases, PSAs?

... Learned where to send them?

... Designed and printed posters and brochures?

... Contacted newspaper reporters?

... Met TV and radio public service personnel, interviewed program hosts?

... Obtained mailing lists of prospective women?

... Identified organizations in the community for referrals?

... Devised an evaluation method that lets you know which techniques work best?

CHAPTER 5: CAREER EXPLORATION

Women want to learn about what NTO jobs involve, salaries, career ladders, job demand, and local companies. They want to learn about the work environment and other women's experiences in these jobs. They need to explore their preferences, interests, and aptitudes as they relate to a range of NTO jobs.

Organized career exploration activities are needed to give women information about nontraditonal occupations and training and about the services available to them through your school and your program. You need to identify and resolve obstacles to enrollment insofar as possible.

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I. INTRODUCTION

One of the constants of good NTO programs across the country is carefully planned career exploration events. Recognizing that a fundamental barrier to women's access to NTO jobs is their lack of knowledge about what these jobs involve, program coordinators choose from a variety of strategies to give them extensive occupational information. Their goal -- and yours -- is to give women enough information about NTO occupations to make an informed career choice. As one site director concluded,

> "We have to recognize that NTO represents a major life change for women. For some women, just getting a job is a big step, so NTO requires that much more preparation and thought. The process can't be accomplished in a counseling session. Women can visit an electronics class, but they can't relate to what is happening there. They need much more than that:
> -- They need hard occupational information. What are the jobs? What is the work like? What is the environment?
> -- They need to be convinced they can do it. Can a 35-year-old mother of two who didn't take algebra 18 years ago in high school be an electronics technician?
> -- They need to be convinced it is worth doing. What is the proof that the jobs and the salaries are really out there?"

In planning for career exploration, keep these basics in mind:

- Know the occupations you're targeting, including the training your school offers for them. (There is no sense in promoting NTO occupational programs leading to poor job prospects.)
- Know your audience:

> "The women who came to the workshops were mostly over forty -- not the age when you want to begin crawling under cars. So aviation technology went over much better for this group."

- Provide a lot of occupational information, in as thorough, personal, and concrete a manner as you can.
- Present the advantages and the disadvantages of the jobs fairly.
- Help women to envision themselves in these jobs: use role models.
- Address women's common concerns: lack of math, rusty study skills, age, etc.
- Describe the services you offer to help women make an occupational choice, and the support services you provide during training.

II. CAREER EXPLORATION TECHNIQUES

Whether you use the activities that follow in a series or as a single event, they are all effective in conveying occupational information. Later we describe how you can use these activities in structured formats; sample agendas are included. Here, each activity is described individually.

PRESENTATION BY SPEAKERS OR PANELS

You will be a speaker or moderator yourself, of course -- at the very least, to introduce the other speakers, lead the discussion, and keep the session on schedule and on target. You will probably want to have other people make presentations as well: role models, instructors, employers, and others. Each is discussed below.

Role Models

Your role models can be students nearing graduation or women in the field -- indeed, having both at the same session provides a good mix because they can provide different kinds of information. One site director made it a point to invite two role models, not one, to represent a career: the exchange is often lively and they balance each other.

Role models are essential. They describe NTO jobs from the woman's point of view. As such, they often have greater credibility than anyone else.

How to Choose Role Models. Look for women who are in significant respects like the women you will have in your audience.

> "I looked for role models in their mid-to-late thirties, with kids, some married, some divorced. I wanted women who were capable but not brilliant and who had switched to NTO from a traditionally female job or from being a homemaker."

If you are running your first career exploration event and are not sure what type of women you will attract, play it safe. Try to find a role model who is in her twenties, single with no children, and another who is more like the role model described above.

Look for role models who will talk straight about the bad things as well as the good things about their jobs, since no job is all good or all bad.

It's wise to line up a substitute in case a role model can't make it at the last minute.

How to Prepare Role Models.

- If at all possible, interview them first. Don't assume that their status as NTO women necessarily means they will be helpful. If instructors are selecting role models, describe in detail what to look for. By doing this, you will avoid this situation:

> "The instructor brought an older woman who had worked in the field for years and had gotten there the hard way. She told the audience she thought they were all out to get jobs the easy, quick way. It would be better, she said, for them to get jobs as secretaries or file clerks, observe the field from these jobs, and then slowly move up. I jumped up and said that the purpose of the entire seminar series was to help women circumvent that route. The audience applauded."

- Give them the agenda you have prepared. If you want them to speak for five minutes before taking questions, tell them so in advance.
- Let them know what kind of questions to expect: combining home responsibilities with school and/or job, math, what the courses were like, what it's like working mostly with men, etc.
- Remind them of the date:

> "After initial contacts with role models, I send them a reminder letter with a list of questions to help them organize their thoughts. I call them the day before the panel, too."

At the Session. Have "icebreaker" questions ready in case you need them to get discussion started. (E.g., Why did you decide to become a...? How did you feel about the math? What did your family say about your choice? What is your work day like? What are the advantages of your job? The disadvantages? Etc.)

The setting of the session may make a difference:

> "I find that role models are often more relaxed and informal on a panel at the college than in an industrial setting. At the company, they seem to feel less free to talk about any negative aspects of their jobs."

When it goes well:

> "The panel was a complete success, in both participation and enthusiasm. About 25 students came. Some had prepared questions in advance. The role models were students in aircraft maintenance and welding, and graduates of mechanical engineering technology, drafting, and welding. The interaction was lively and informal. I can't say enough about the positive value of having these women."

Instructors

How to Choose Them. Try to choose an instructor who is a good teacher. The instructor should have personal familiarity with industry, so that he or she has up-to-date information on the local job market. Explain to the instructors you invite why their fields were chosen and why you have chosen them. Depending on your political and economic circumstances, you may or may not pay the instructor for the presentation.

How to Prepare Them.

* Describe the women likely to be in the audience:

> "I told instructors that the women would probably be in their mid-thirties, who realize school is their only alternative for improving their income. Many are single heads of household or supplementing husbands' salaries, so they can't afford to be in school for a long time."

* Ask them to be prepared to talk about:
  -- An overview of the field, including characteristics workers should have for it.
  -- The jobs: companies, job openings, salaries, career ladders
  -- The training: courses needed, from the fewest needed to get into the field up to those needed for advanced training; whether employers commonly pay for additional training once you are hired.
* Ask them to bring handouts:
  -- Job descriptions along the career ladder.
  — Local salaries and companies.
  -- Knowledge, skills, and abilities needed.
* Ask them to describe the course, not teach it. If women want more information, they'll ask.
* Ask them to be prepared to answer questions on concerns many women have: the availability of part-time work, math, age limitations, strength requirements (if relevant), etc.
* Give them the session agenda you have prepared.

You might also ask instructors to bring along visual aids if appropriate. If instructors are responsible for inviting role models, pass along the advice contained in the section above on role models.

At the Session. If the question period is slow in getting off the ground, use icebreaker questions.

Keeping the session on schedule and on the point is your responsibility.

> "Even though I had prepped him beforehand, one instructor kept talking about all the wonderful jobs you could have in his field with a Bachelor's or a Master's degree. The women were clearly uncomfortable. So I had to interrupt him to say that the women in this room needed jobs that paid well, and quickly. They could worry about advanced degrees later. It went better after that."

When it goes well --

> "The program was excellent. The instructor came equipped with a minicomputer, diagrammed posters, several handouts, and two role models. He

ibed everything as planned:
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site director preferred to
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each other. "Perhaps they re-
divulging salary ranges or
policies to each other."

often happens that employers
as much as women do at career
ation events. More than one NTO
coordinator has found place-
easier at companies who have
representatives to speak at ca-
exploration events. These
are also likely to be more
ative in giving female employees
time to serve as role models

If your target occupations are
ized, invite a union representa-
such as a business agent.

Speakers

role models, instructors,
employers -- as well as yourself
be your most popular speakers,
be interested in others as
. Consider, for example:

- A psychologist who can talk about aspirations and self-confidence.
- A researcher (mathematician or psychologist) who is knowledgeable about women and math.
- A representative of the Occupational Safety and Health Administration who can talk about health hazards and safety in the workplace.

As you learn more about your audience's responses to presentations by speakers or panels, you will find yourself adjusting schedules, speakers, agendas, and topics. Remember: there is no perfect formula.

HANDS-ON TRYOUTS

Why Are They Important

While listening to speakers, reading career books, and watching films are good avenues for learning about NTO, "doing" is especially effective. We can't in all honesty label hands-on tryouts "essential," since some programs succeed in career exploration without them, but we believe this is the best method you can use to convey what an unfamiliar occupation is like. Many women say, as this one did:

> "The hands-on component was the key thing that helped me make up my mind that I wanted to be a drafter."

Women find out about the environment, what the tools and equipment are like in their hands, and how they feel when they've made or completed something.

Hands-on tryouts --

-- Increase women's knowledge of NTO skills.
-- Demonstrate that the skills are attainable and enjoyable, and
-- Make the idea of NTO careers concrete and real.

Of course, the other side of the coin is that some women decide that NTO is definitely not for them. This is fine, too. (You're aiming for the right women, not the most women.)

Logistical problems can arise with hands-on tryouts. You need to arrange for:

* Instructors; this includes working with them to develop a suitable "lesson" for the women.
* Facilities, at a time when they are not being used by other students.
* Materials (consumables).
* If your school has several campuses, and shops and labs are available at only one of them, you may have to arrange for transportation.
* Any of the above may require money out of your budget.

Some NTO program coordinators initially think the logistics are too discouraging, only to decide later on that they are well worth the trouble. After you've done them once, they're easier.

How Do You Set Up Hands-On Tryouts?

Tryouts can range from one hour to one week, from a couple of selections to a rotation of each major occupational area you offer. Program coordinators often prefer to have each session last one to three hours, depending on the task.

Choose instructors who are supportive of NTO for women and willing to devote time to designing the lesson and teaching the class. Ask them to design a task that--

-- Is possible to complete in the allotted time.
-- Is uncomplicated, although representative of the work that is normally done.
-- Involves the use of representative tools, equipment, or materials.
-- Is safe enough for beginners to attempt with ordinary safety equipment and precautions.
-- Produces an object the woman can take home, if appropriate.

If you are setting up more ambitious tryouts -- a day to a week -- the tasks should be scaled up accordingly. Week-long tryouts are usually used in semester-length exploratory courses, for which formal institutional approval is necessary. Short-term courses tend to suit women's purposes as well or better, since many women cannot afford the luxury of spending an entire semester in career exploration.

Constraints on shop or lab availability may mean evening or Saturday sessions. However, this is good for working women. Day-time sessions usually appeal more to homemakers.

Ask women to sign up in advance so you can cancel or limit depending on registration.

Ask instructors what you should tell the women about dressing safely. This can include:

* Old clothes.
* No synthetic fabrics (they're sometimes inflammable).
* Tying back long hair, wearing a scarf for dirt and grease.
* Removing all jewelry (it can catch on machinery or conduct heat).
* No bows, scarves, or ties that can catch in machinery.
* Leather shoes for foot protection.
* Short fingernails.*

One site director had this experience with hands-on tryouts:

> "The hands-on component was conducted by four instructors in drafting, electronics, appliance repair, and office equipment repair. I asked each one to design and teach a 60-90 minute hands-on lesson that would give

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*With thanks for the list to Kay Mathers, Trident Technical College.

the women an opportunity to complete a task from beginning to end. The women were able to choose two areas and I was responsible for assigning areas and making sure that everyone was in the right room at the right time. Several women said that this experience was the pivotal point in making their decisions, and together with the role model panel was the most valuable part of the program."

AUDIOVISUALS AND CAREER MATERIALS

Audiovisuals are very good to use. They enable women to see the work environment, and are a good addition to verbal descriptions. The women shown serve as role models. Audiovisuals also provide a change in the tempo: it's hard listening to someone speak for two hours.

We list a number of good ones about NTO women in Appendix H. Be sure to preview your audiovisual first to make sure it's what you want: some films about NTO for women are too Pollyannaish to be useful. A film that is good for your purposes --

- Presents occupations similar to the ones you're targeting.
- Presents women similar to those you're likely to attract.
- Presents the pros and cons of NTO work (not just the pros).
- If possible, presents reactions from employers and family members.
- Is no longer than 25 minutes or so (to avoid boredom).

Books, pamphlets, and other printed materials about NTO jobs are also good. Try to collect a variety of them on specific NTO occupations from the women's point of view. Time for a Change, the companion volume to Nuts and Bolts, is an excellent guide for women who are beginning to consider nontraditional careers. Others are also listed in Appendix H. You can set these out on a table for browsing at a career exploration event (with a borrower's sign-up sheet if you choose to lend them out).

You can make a wall display. Use pictures of NTO women at work, short clippings, newspaper articles about your program, a program brochure, posters, perhaps attractive and clever brochures you come across from other NTO programs elsewhere.

One site director decided to go all out on this: a multi-media event.

> "The first day of Discovery Week was for exploring materials in the career center about nontraditional jobs. All available slide-tapes and video cassettes on these occupations were gathered from the career center and from the coordinators in the industrial technologies. We also collected textbooks, blueprints, and objects made in the courses. We distributed handouts explaining occupations and fact sheets on employers."

HANDOUTS

You can't say everything and women can't remember everything, so prepare handouts on all information that would be too long or boring to say, or that is valuable for future reference.

Handouts on Jobs:

Job descriptions
Local salaries (if possible, low, average, and high for starting and after 2 years' experience; your placement office might have this information)
Companies
Career ladders
Overview of local job demand

Handouts on Training:

Minimum courses needed to get an NTO job
Courses required for a certificate or Associate's degree
Financial aid available

Support services available in the school, including the NTO program's services.

Handouts on Women:

Newspaper articles about NTO women
Women's Bureau (U.S. Department of Labor) information on working women -- they're free and excellent

Pencil-and-Paper "Games". They're lively, fun, and educational:

* Prepare a few short questions on "Twenty Facts on Women Workers," which you get from the Women's Bureau (see Appendix C for the address). Ask women to work in pairs as they find the answers in Twenty Facts. This is good for demonstrating how important high-paying jobs are now for women in America.
* Cut out ads for traditionally male and female jobs from the classified section of the newspaper. Choose those that specify salary (or are interesting in other aspects). Mix them up on a page. Ask women:

  Which are traditionally male and which female?
  Which pay better?
  What training and experience are required, especially in light of the salary offered?
  What fringe benefits are offered?
  Which ads mention atmosphere?
  Which ones mention job responsibilities?

The results are surprisingly interesting.

One site director developed an interesting variation on the ad game. She cut out ads for computer and electronics jobs, her occupational targets, choosing those with technical language in them. She distributed the ads and a sheet of definitions and questions, and asked the women to answer them working in small groups.

"The ad game was a particularly effective tool, because that's where most women begin feeling discouraged and mystified by the technical 'Greek' of the newspaper ads. It gives them a handle to begin to deal with the lingo. The active participation was also a good change of pace after the slide-tape."

USING INDUSTRY FOR CAREER EXPLORATION

Here is another instance when good employer contacts pay off. Local industry can provide excellent career exploration resources. Daytime events are usually best for women who want to enter or re-enter the job market. If you are targeting occupations with shift work, try to arrange evening sessions for working women.

Industry Tours

Although you may need to arrange transportation for this, industry tours are usually worth the effort. A well-planned tour enables women to see the work being done "for real," experience the environment, and have their questions about jobs answered by knowledgeable people.

Generally, large companies have the personnel and resources needed for a tour. Approach those that are likely to hire women in the occupations you're targeting. Remember that in selecting a company for a tour, you are in effect recruiting for it, so choose carefully. Visit the company first.

Industry tours work best when planned jointly by the NTO program coordinator and a representative of the company (usually in the personnel department). By leaving the planning entirely to the company, you may not get the educational value you expected. Women won't learn much from a mad dash through the plant or a rah-rah talk from a manager. One site director told the representative that her group would like to hear from a woman in a nontraditional job. This person turned out to be an upper-level female manager who knew very little about life at the technician level. So specify what you prefer:

- A guided tour through the facilities, with explanations of what the group is seeing.
- A speaker (or speakers) who can describe the work (responsibilities, salary, hours, career ladder, benefits, etc.) and the training required or desired.
- Role models at the appropriate occupational level.

Be sure to allow plenty of time for questions from the audience. As usual, come prepared with icebreaker questions. The entire event generally takes a few hours.

If you have a particularly cooperative employer who is willing to give you maximum value from an industry tour, you might consider combining it with:

- Hands-on tryouts at the company (see above).
- Informational interviews (see below).
- Shadowing a worker (see below).

Informational Interviews

Ask the employer to line up enough NTO workers, male or female, for every woman or pair of women in your group. Women observe the work being done for half an hour to an hour and ask questions about the task and tools, the coworkers, the environment, the benefits, or anything else that is important to them.

You may want to meet with the women beforehand so they can work out the questions they want to ask.

Shadowing a Worker

Ask the employer if women can spend a few hours to a day on a one-to-one basis with people doing the job they are interested in. Some employers may be more inclined to agree if the women's role is to observe, not ask questions, out of understandable concern for the worker's productivity.

OPEN HOUSE AT SCHOOL

This kind of an activity is usually a combination of a presentation by a speaker (see above) and a tour of the school for women who are unfamiliar with it. The purposes of the tour are to show women what the place looks like and to describe to them the services, resources, and facilities the school offers. It's best to do this when students are in classes. In most schools this includes evenings, which are better for working women.

Decide beforehand what you want the women to see:

- Shops, labs, and classrooms, preferably when women are there (if there are any enrolled).
- Services: career center, testing office, developmental studies, women's center, library, day care center, etc.
- Offices: financial aid, registration, cooperative education, etc.

Obviously, only some of these places will actually be interesting to see. Taking women to the financial aid office, however, allows you to describe the scholarship, loans, and part-time job opportunities available to students.

Let instructors and staff know you'll be coming through with a group of women. If you'd like any of them to say a few words to the group — and if they're able to leave their students to do so — let them know that, too. And emphasize few.

These, then, are the major career exploration techniques you can use to introduce women to the realities of nontraditional occupations. The next section discusses how to combine individual techniques into a series (a course) or a day-long workshop.

III. HOW TO USE THESE TECHNIQUES

For all career exploration events - day, evening, or weekend - it's important to provide child care. Borrowed toys, an unused room, and an NTO student who would like the opportunity to earn a little extra money are all you need.

LINK THEM IN A SERIES

This is the most popular way to help women explore NTO careers. There are several ways to do it:

- A non-credit course or a series of activities spread over several weeks, under the women's center, the continuing education department, or on your own. They are generally free or low cost.
- A week during which there are NTO-related activities happening each day.
- A formal course for credit over the entire semester, in which a week or two is devoted to each targeted occupational area.

The choice depends on how extensive a series you want to present, the likely size of your audience, and your school's procedures for setting up new programs.

A series has an advantage over an individual event for the program coordinator:

> "I had to recruit separately for each individual industry tour or role model panel, which meant that I expended a lot of unnecessary energy. I learned that a series was easier on me."

A series of activities is a good way to focus on several occupational areas in turn. One site director told women at the first session how important it was to attend all of them:

> "I gave them three reasons. They'd paid for all the sessions. They'd find out about occupations they had no idea existed and therefore shouldn't reject so fast. And if worse comes to worse and they enroll in a program that isn't right for them, they can choose another on the basis of knowledge."

A good strategy is to put the occupational area you think might be most popular first in the series.

> "I purposely put data processing first as I knew it was the largest interest area and because the instructor was very personable and an excellent speaker. Even so, I certainly didn't expect 130 women, the largest number of people a Community Services program has ever had here."

If you find that attendance is dropping off substantially in the middle of your series, you can intensify publicity for it and pay careful attention to your evaluation results so you can correct the trouble next time around. A moderate level of dropouts is normal, however.

One site director found an unanticipated benefit to running a series of eight workshops that were limited to 25 women:

> "Since the workshops were not too large and were part of an ongoing program, a strong group identification developed among the women. Women who entered training as a result of the workshops had already established a supportive relationship with each other, and with me. The bond was maintained during training in regular support group meetings."

Sample Agendas

Here are some sample agendas. Note how the individual sessions are linked together and build on each other, combining different topics and activities.

Series Theme: Two Technologies.

This is an eight-session workshop series to introduce women to careers in industrial and engineering technology. The first five sessions are one hour each; the last three are three hours each. The sessions meet once a week.

Session 1. Orientation. What is NTO? Introduction to NTO, slide show.

Session 2. Orientation. Is NTO for you? Self-exploration by discussion and career interest inventory.

Session 3. Role model panel on industrial technology careers.

Session 4. Panel of employers and NTO faculty. Discussion of career opportunities and training programs.

Session 5. Role model panel on engineering technology careers.

Session 6. Hands-on tryouts. Participants choose two out of three technologies for 1 1/2 hours each.

Session 7. Hands-on tryouts. Same as Session 6 but with different technologies.

Session 8. Wrap-up. Career decision-making and goal-setting. Exercises and discussion, completion of evaluation forms.

Series Theme: Apprenticeship.

This is an agenda for a series on apprentciceship that meets for two hours in the evening, twice a week for four weeks.

Session 1. Overview. What is apprenticeship? What are the trades?
Speaker: union representative.

Session 2. Panel of training directors (industry apprenticeships).

Session 3. On-site industry tour.

Session 4. Role model panel of women in apprenticeships.

Session 5. Profile of apprenticeship programs: companies, requirements, openings, applications. Speaker: union representative.

Session 6. Hands-on tryouts.

Session 7. What are the real and perceived barriers? Math, training, next steps.

Session 8. Individual exit interviews, to assess participants' support service needs and make referrals.

Series Theme: A Growth Industry.

This agenda focuses on careers in computer technology for an audience of unemployed teachers in a five-session course that meets for two and a half hours once a week.

Session 1. Jobs in computer companies: what they are, what you do in them, how different jobs interrelate.

Session 2. Terminology, career paths, skills required in hardware, software and logistics.

Session 3. Transferring your skills to careers as programmers, drafters, repairers, testers, and electronics technicians.

Session 4. Technical support areas: technical writing, editing, and graphics.

Session 5. Can you do it? Sure you can. Psychologist discusses psychological aspects of changing careers and preparing for NTO careers. Review of school's support services.

DAY-LONG WORKSHOPS

Day-long workshops held during the week should be scheduled to coincide with school hours. Saturday workshops attract working women as well. They are good for women who are just beginning to explore the possibility of NTO. One-day workshops also have the advantage of serving women who have time restrictions.

Sample Agendas

Women in Industry and Technology

Saturday, 9:45 to 3:00

9:45 Registration (Free).

10:00 An Employer's Perspective. Panel of three local employers.

11:00 Nuts and Bolts of Job Hunting. Presentations by a career counselor.

12:00 Brown bag lunch.

1:00 Small group discussions with women working in electronics, drafting, and office equipment repair. Discussion groups divided by occupation.

Women in Apprenticeship and Nontraditional Occupations

Monday, 8:45 to 3:00

8:45 Registration and coffee ($3.85).

9:00 Welcome and overview of program by coordinator.

9:30 Filmstrip and discussion.

10:00 Role model panel of women apprentices.

11:15 Panel. From the union's point of view: employers and union business agents.

12:00 Lunch.

12:45 Tour of school's technical and industrial facilities.

2:00 Panel discussion on "How to Apply: Your Plan of Action" with school staff and union representatives.

You might consider offering both types, a day-long workshop and a series of workshops, as they appeal to different audiences.

WHAT NEXT?

The point of career exploration events is to give women enough information about NTO careers and training to enable them to make informed career decisions — for or against. A decision to enter an NTO career is meaningless without following through on it with enrollment and training. This means that in planning your career exploration effort, you should keep your mind's eye on the next step, a bridge between career exploration and enrollment.

> "The first time I gave the workshop series, I announced to the women during the last session that I was available for individual appointments to help them think through their plans. I circulated a sign-up sheet for appointments. No one signed up. So I called them individually and invited them in. Several of these women did enroll and are now doing very well. I think their reluctance to follow through may have been a reflection of how large a change this is for them — they were a little apprehensive. They needed the individual encouragement, the 'extra push,' from a personal invitation to come in and see me."

When she repeated the series, she figured out a simpler way to achieve the same end. In order to find out the results of a career interest test, women had to make an appointment with her at the end of the series. Curiosity won out, they went to see her, and several enrolled in NTO training.

Contact Information

It is essential to get contact information from each woman who attends a career exploration event. Some women, of course, will not need appointment invitations from you: they are ready to enroll, based on what they have learned about NTO careers. For others, however, an extra push will make the difference.

You can obtain contact information from registration forms for your events.

Timing

Site directors stressed the importance of scheduling career exploration courses or workshops in careful relation to class registration periods. If there is too much time between the last career exploration event and registration, women's motivation level can drop and they may not register for NTO training. If there isn't enough time, they can't get the individual assistance they may need in making a career decision (see the next section). So try to leave a week or two between the end of your course and registration. If your course must end earlier, plan a few individual events and invite women to attend to keep their interest up.

IV. HELPING WOMEN MAKE A CAREER DECISION (OCCUPATIONAL COUNSELING)

Sometimes called occupational counseling, helping a woman make a career decision involves:

- Helping her obtain more occupational information if she needs it.
- Helping her assess her interests, abilities, and aptitudes.
- Arranging for support services she will need to enroll and complete her training.

Learning about NTO occupations in the career exploration events you have conducted is necessary but not sufficient. Not all occupations are suitable for all people. Women can do some thinking about their personal preferences in your workshops and courses, but often benefit from individual guidance in choosing a career that "fits." (Some women do this thinking entirely on their own and need very little if any guidance from you.)

ADDITIONAL OCCUPATIONAL INFORMATION

For the woman who feels she doesn't yet know enough about the occupation(s) she is interested in:

- Give her books to read from your collection of occupational materials.
- Send her to the career center.
- Arrange for her to talk with a role model in that occupation.
- Arrange for her to talk with an instructor.
- Arrange for her to sit in on a few classes.
- Arrange for her to interview for information or shadow a worker in a nearby company.

Many coordinators find these techniques useful with a woman who arrives just before classes start and after your career exploration events. Rather than having her wait, see her individually. The information you give her plus the use of techniques listed above may be enough guidance, enabling her to register right away.

A word needs to be said about program and curriculum requirements, particularly math. A frequent topic of concern, math is discussed fully in Chapter 6 (Support Services). You need to know enough about prerequisites and course requirements of NTO occupational programs to be able to advise women reliably.

> **"A two-campus program can be an advantage. Data processing on one campus requires a lot of math, while on the other it isn't emphasized so much. This knowledge lets me advise women which campus would be better for them, given their math skills. In the same way, I know instructors well enough now to steer women to the most supportive ones."**

ASSESSING INTERESTS, ABILITIES, AND APTITUDES

Career changes are usually stressful events in people's lives, whether a person is going from home to job or from job to job, voluntarily or involuntarily. Old patterns are altered, new sets of responsibilities are learned, and new relationships with co-workers are forged. Simultaneously, it is a time of growth. Some women may be thinking about what they truly want for the first time in their lives.

This is especially true of women's decisions to enter NTO careers. NTO jobs are unfamiliar. It is important to make sure the "match" between the woman and the job is a good one.

Testing

Most schools offer career testing to students who want this sort of assistance. Some program coordinators incorporate taking a career inventory into their career exploration courses. Others refer women to the testing office.

Two tests that have been recommendeed as sex-fair are these:

Career Assessment Instruments (CAI)
U.S. Employment Service Interest Inventory, 1981 (which is coded to accompany the "Guide to Occupational Exploration")

Your testing office will know how to get them.

Interviews

You can help a woman explore her preferences, assets, and liabilities by asking her questions. You can ask what appeals to her -- and what bothers her -- in the occupations she's learned about. Salary? Shift work? Environment? You can suggest interim measures to confirm preferences or abilities:

> "One woman wanted to go into drafting, but didn't know if she could draw well enough for it. I suggested she take an introductory course in drafting or blue-print reading before deciding."

One site director found it helpful to play a bit of the devil's advocate role with women who are perhaps deciding on a career too quickly:

> "I ask them, How about the attention to detail? How about the the noise level? If any of this bothers them, I suggest taking a little longer before deciding."

The decision is of course theirs, but you can offer an opinion without pressure:

> "One woman said openly that she disliked work involving a lot of detail, and yet she wanted to become a computer programmer because of the high salary. I told her, 'I think that's a poor choice for you. You might not stay in the job more than a few months, even if it pays well, if you hate the work.' I suggested several other occupations that involved less detail work where the salaries were almost as high."

Group Discussions

Some NTO program directors find that a group discussion is a good way to help women explore their personal preferences. One site director scheduled a "decision-making workshop" as the last session of her career exploration course for this purpose.

IDENTIFYING BARRIERS

Short- and long-term barriers to enrollment or working in a particular occupation should be explored. Some barriers can be eliminated. Others may rule out further consideration of an occupation. A person with small children and a spouse at home can perhaps manage a job that requires frequent absences from home. A single parent may not. So explore women's tentative occupational choices with them in the light of factors such as distance to work, hours, family responsibilities, health limitations, etc.

Some barriers to enrollment and training can make the most perfect occupational choice impossible if they are not resolved early. These can include:

* Lack of transportation to school.
* Lack of child care.
* Too many home responsibilities.
* Not enough money to pay for tuition and other costs while going without a salary.
* Inadequate math background and/or fear of math.
* Opposition from families to going back to school or the NTO choice.
* Lack of physical fitness (relevant for strenuous occupations only).

Each of these problems involves a support service discussed in Chapters 6 or 7. The first identification of women's support service needs, however, must come now -- during the career exploration phase of your program. Some support services must be worked out now; there's no sense in enrolling if you have no transportation, for example.

Some enrollment barriers are too great to overcome, despite the best efforts of the school, the woman, and yourself. Others may call for a temporary postponement of enrollment into NTO training:

> "In my opinion, some women aren't ready for the pressures of NTO. If they have several young children at home and if their study skills are very rusty, I suggest they might want to take only one course for now. When they're comfortable with school and doing well and their kids are a little older, then they can start the technical subjects which are harder."

On the other hand, as another site director pointed out:

> "No time is the right time for a woman to return to school. Women often go from child care responsibilities to parent care responsibilities. If they wait for everything to be 'just right' in their lives to go back to school, it may never happen."

So help them weigh the pros and cons. There are no rules: circumstances that might be overwhelming barriers to one woman could be solvable for another who has greater motivation and resources. Learning how to tell the difference between them is an OJT (on the job training) skill.

EVALUATION

1. Questionnaire

Distribute evaluation questionnaires to women at the end of career exploration events or series. For example:

Sample A

1. NTO information:

a. How satisfied were you with the information on NTO occupations you learned tonight?

Very Satisfied |_____|_____|_____|_____| Not Satisfied

b. What information was especially useful? ____________

____

c. What information was missing? ____________________

____

2. Role models:

Follow the same pattern

Sample B

1. What did you like most about today's activity?

2. What did you like least about today's activity?

3. How can we improve this activity so that it is more helpful to women in making career decisions?

Discussions

Ask women how well the career exploration events met their NTO information needs: content, method, speakers, schedule, etc. Do this -

- In a group discussion during the last session of the career exploration course.
- In individual exit interviews after the course.
- In informal discussion with women after career exploration events.

START-UP CHECKLIST

Have you .....

... Learned about the requirements of the programs and occupations you're targeting?

... Learned about the facilities and support services your school offers?

... Planned your career exploration events thoroughly? Have you -

-- Scheduled the date in relation to registration periods

-- Established agenda

-- Arranged for room, equipment, etc.

-- Selected speakers and prepared them

-- Prepared handouts

-- Publicized the event (outreach)

-- Prepared an evaluation form or method?

... Filed names of women who come to your career exploration events?

... Arranged for or provided testing?

... Scheduled and held appointments with women who need individual occupational counseling?

CHAPTER 6: SUPPORT SERVICES I, DEALING WITH HOME AND SCHOOL OBSTACLES

Support services are the key to retention in training. Understanding the circumstances and pressures in many women's lives enables you to provide the support services they need and avoid a high dropout rate.

Support Services II (Chapter 7) discusses helping women deal with opposition to their career choice. Here, we cover:

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In childhood, girls play with dolls while boys put together model cars. As a result, activities, concepts, and skills considered "male" remain unfamiliar to girls. They grow up to be women who don't know what a crescent wrench is or how to use one -- and in fact have never heard the term. This aspect of women's socialization results in deficits in technical terminology, tool recognition and usage, and manual skills. Another relevant aspect of the way females are socialized is the expectation that care of home and children are primarily women's responsibility.

Therefore, the goal of the support services covered in this chapter is two fold: to address women's frequent lack of preparation for NTO training and to help them meet their responsibilities as adult women. These support services are the key to enrollment and retention in training.

I. DEALING WITH BARRIERS TO TRAINING

Adult women's family-related responsibilities and burdens are the subject of our next section. Lack of money, child care, and transportation are the three problems that most often prevent women from entering NTO training (or, once in, force them to drop out). As a result, you need to discuss these barriers with women at the end of career exploration and help them find solutions that will permit them to enroll. You also need to keep in regular touch with NTO women during training, so that any sudden emergencies in these areas can be resolved in time.

MONEY

Many women lead financially marginal existences for the very reason an NTO program exists: traditionally female occupations pay less than traditionally male occupations. In addition, the increasingly high rate of single parenthood has meant that more women are supporting children on their own than ever before. For many women who want NTO training, going without a salary for a year or two is impossible -- to say nothing of paying for tuition, books, and tools, or child care and a car to get to school. Financial aid is therefore of utmost importance for many NTO women.

Financial aid personnel are usually knowledgeable about many sources of grants, loans, and part-time jobs. Work with them closely, to avoid duplicating their efforts. Here are suggestions that the Women's Outreach Project field test sites and NTO programs across the country have for you on helping women afford NTO training.

- Federal grants and loans. As of this writing (mid-1981), the following are still available: BEOG (Basic Educational Opportunity Grant), SEOG (Supplemental Educational Opportunity Grant), NDSL (National Direct Student Loan), and GSL (Guaranteed Student Loan). Some women may be eligible for:
  - -- Vocational Rehabilitation grants
  - -- Social Security pensions
  - -- Veteran's benefits

- Scholarships:
  - -- One site director asked the Kiwanis and the Lions clubs in town to help a woman whose car "died of old age" to contribute some money so she could get a new one. She had no other way of getting to school. They were willing to make a down payment on a used car for her.
  - -- Donations by employers who will benefit from the training your school provides to NTO women. At one site, a local employer offered an annual $3,000 contribution which could be used by three or more women for tuition or living

expenses at the discretion of the site director. At another, a fund was created to receive employer scholarship contributions for NTO women.

  - School scholarships.
  - See Appendix H for directories of scholarship information.
  - Tuition waivers for displaced homemakers. Check to see if this is possible in your state.
- Part-time jobs:
  - Work-study jobs, including working as your assistant.
  - Arrange part-time or co-op jobs with local employers in the women's fields.
- Community fund-raising events for an NTO scholarship fund. Several programs have shown the film "Rosie the Riveter" to benefit NTO women (see Appendix H for contact information), and another held a community drive for grocery stamp trade-ins (such as S&H green stamps). There are many other possibilities.

Prepare a list of the likeliest sources of financial help for NTO women, to distribute at career exploration events and in individual appointments with women interested in enrolling. This will save you a lot of time explaining what's available.

Many NTO programs recommend having a small emergency loan fund to deal with financial problems that would otherwise cause a woman to drop out of training, including:

Medical bills
Home heating costs
Work shoes and clothes
Raises in rent
Food
Tools
Gas or repairs for the car
Child care
Elderly parent care

If you can make an interest-free loan of $50 to $100 at a time, you can often tide a woman over the emergency. Check to see if your school already has such a fund and if it is adequate. If not, try to set one up yourself or augment the existing fund.

CHILD CARE

If a woman's child care problems (or in some cases, elderly parent care problems) are caused by lack of money to pay for it, the strategies listed in the section above should help. Sometimes, however, the problems are different:

- There are no child care openings.
- It's not for infants or school-age children.
- The hours don't match her needs.
- There are transportation problems: it's not on a public transportation line, travel is too far, there is no after-school transportation for children.
- The facilities, program, and/or staff are not acceptable.

These problems arise because the old solutions for women who are in school or working -- leaving children with neighbors or relatives -- don't work so well any more. So many women are working now, and relatives may not live nearby. Some home-based care may be available, but often there isn't enough of it. There aren't enough day care centers. In fact, experts say that there isn't enough child care of any type for all the children who need it. (There were more federally sponsored day care spaces when Rosie riveted in 1945 than there are today!)

What can you do about this problem if your school has no child care center?

Distribute a list

First, find out if your community has already developed a list of child care resources. A municipal agency, a child care referral bureau, or a women's organization may have compiled such a list. Your state Office for Children (or similar title) probably has a list of the home-based and group child care facilities it has licensed. If there is no such list, create one along with agencies or organizations in town.

Coordinate a child care exchange

If women are at school at different times, they may want to form a child-care co-op. Ask women who are interested and help them work out an exchange system.

Use the child development program

If your school has a child development or early childhood program, see if NTO women can bring their children there on a drop-in or regular basis.

Provide child care for workshops

Arrange for someone to be available at career exploration events, workshops, and support group meetings during training to take care of children. Check into any legal restrictions.

Set up a child care center at school

This is obviously a long-range goal, although it is the very best solution to child care problems for students. As it is a major institutional step, the need for it must be documented and must be broad-based. See the bibliography (Appendix H) for information on starting a child care center.

TRANSPORTATION

Transportation, the last of the "big three" barriers to training, is often a problem for women without cars both in rural areas and in cities without adequate public transportation systems.

The problem isn't always obvious. Some schools by their choice of location limit the student body to the relatively advantaged -- those with cars. The transportation problem will be invisible, since it seems that everybody can get to school. If you are attempting to serve low income women (who are, by definition, most in need of the high salaries NTO jobs offer) and if public transportation is not excellent, you will need to devote some attention to transportation.

Transportation was a major issue at Trident Technical College, one of our field test sites. Female-intensive occupational training was available at a downtown campus, easily reachable by public transportation. NTO occupational programs were located at a campus some miles from downtown, with almost no public bus service. Early in the field test, site director Susan Duchon observed,

> "There is no point getting students fired up about NTO if they can't get to the campus where the courses are."

With the active support of her school's president, she dealt with the problem in three ways:

1. In scheduling hands-on tryouts during a career exploration course, she asked several staff members to drive women in their cars.

2. She proposed a "ride board" to assist NTO women who needed to carpool to attend school. The idea was adopted and implemented school-wide for all students by the Student Activities Office.

3. She explored a number of ways to provide bus or van service to to the NTO campus:
   - -- Asking the public transportation authority to add the route to its normal operations.
   - -- Asking the school to pay a

subsidy to the public transportation authority for extending its route to the school.
- -- Leasing or purchasing a van, paid by the school, to shuttle back and forth between the two campuses.
- -- Chartering a bus to travel between the school and the nearest bus stop three miles away, paid by the school.
- -- Convening representatives of nearby institutions and a shopping center with the same public transportation problem to discuss joint ways of solving it.

The transportation problem has finally been resolved at this school, thanks to the attention focused on it by the site director. The school is now providing a shuttle bus to link with the nearest city bus stop. This is another instance of a spinoff from an NTO program that has school-wide benefits.

Susan points out that since the transportation problem affects all students, not only NTO women, you must get the backing of the president or director of the school before progress can be made. Be sure to document the need; student survey results are good documentation.

In addition to these suggestions, some of the following may be helpful to you:

- * If your school is served by public transportation, distribute schedules.
- * Advertise for carpools in the school and/or community newspaper.
- * Try to arrange with the public school department for the use of school buses in off-hours.
- * Refer women to a community carpool or commuter bus service.
- * Ask employers to provide transportation for industry tours.

Transportation is a problem that not only prevents enrollment and hinders retention but also affects employment. Until NTO women can earn enough to afford a car, transportation to work can be a dilemma. So alert the women to it before they enroll, and encourage carpooling to work.

II. HELPING WITH ADMINISTRATIVE PROCEDURES

APPLICATIONS AND REGISTRATION

To the uninitiated, a school's procedures, forms, and requirements can be confusing. At this stressful transition time to NTO, women can simply give up after hearing: "No, go to the end of that line, stop, you forgot to get it signed; go back and start over - that class is closed."

> "The first step is so important, whether it's an appointment with financial aid or having to track down a high school transcript. Many of the women lacked sophistication in dealing with institutional procedures. In many cases, I walked them through the application and financial aid process."

Another site director reported a serious and probably not uncommon problem.

> "A woman who had decided to enroll mentioned to me that she was having a hard time getting through registration. So I watched from the sidelines when another NTO woman went to register. From what I saw, it's a wonder anybody gets to enroll. The people who staffed the counter were rude, picky, and sour. They insisted on requirements I knew were optional and rules I knew were often ignored. It almost seemed as though they were trying to keep her from enroll-

ing. For an older woman returning to school in a relatively risky field, this kind of treatment can be pretty discouraging."

How to Help

- Ask women how helpful they find the staff in registration, financial aid, and other enrollment-related offices. If they report serious problems, go and observe the process yourself.

In the case of the registration problem above, the site director informed the academic dean, who saw to it that the behavior of the registration staff improved.

- Accompany women who seem to need help through the process -- walk them through. You can help deal with any snags that arise.
- Help women fill out forms. Some financial aid qualification forms are especially complicated.

CLUSTERING WOMEN IN CLASSES

It is important that an NTO woman not find herself the only female in the class. The experience is new and uncertain, so allies are needed. All NTO program directors agree that clustering women in classes is one of the best ways to ensure NTO women's success.

Do what you can to get at least three women together in a class.

- Group them by recommending that they sign up for sections taught by particularly supportive instructors.
- Ask women to tell you the sections they're signing up for, so you can steer other women to those sections.

III. DEALING WITH INSTRUCTION-RELATED PROBLEMS

Problems with money, child care and transportation must be resolved for women to enroll in NTO training, or, if they occur during training, for retention in classes. Here we discuss another set of problems that affect retention: math, the introductory course problem, classroom problems, the developmental studies bottleneck, and physical fitness. When they are solved, a high retention rate is assured.

MATH

In this section we will be talking about the obstacles to women's success in math and ways you and your school's faculty can help. Strictly speaking, math is not a "women's" issue: there are many women who enjoy math, take a lot of it in school, and do well at it. There are also many men for whom the opposite is true. Nevertheless, math is more often a problem for women than for men, for reasons we will explore below.

Why is Math a Problem?

Math has been called a "critical filter" for entry to many male-intensive occupations. If you don't know math, you are filtered out from access to those occupations. Almost all nontraditional occupations require math. For some, you need to know how to do simple computations, fractions, and measurements. For others, algebra, trigonometry, or statistics is involved. If women are to enter NTO careers, they must be able to do math.

There is no question about the fact that girls take less math than boys starting at the high school level, when the subject becomes an elective. Sheila Tobias, who has written about women and math, says that while girls are 49 percent of high school students, they are only 20 percent of students who take math beyond geometry.* Lucy Sells has pointed out that without four years of high school math, many male-intensive and high-paying careers are closed off -- hence her term "critical filter."

There has been a great deal of research over the last decade on the effect of sex-role socialization on math attitude and achievement. Many studies have found that boys and girls do equally well in math through elementary school, but at the junior high level girls begin to lag behind. It is significant that junior high is the age of puberty, the time of increased sensitivity to the expectations of the opposite sex. An excellent study** published in 1976 by John Ernest, a professor of mathematics, reached the following conclusions:

- There is no sex difference between girls and boys in 2nd through 12th grade about how much they like math. About a third of the students say it is their favorite subject and another third say it is their most disliked subject.
- Students say that starting in junior high, fathers help with math and science homework more than mothers.
- While most male high school students explained poor grades by lack of effort, girls explained poor math grades by lack of ability. "This pattern was found in no other subject for females and in no subject for males."
- High school students believe that boys are better in math and science and that girls are better in English.
- Almost half the elementary and high school teachers surveyed felt that boys did better in math than girls; no teacher thought the opposite was true. As teachers' expectations influence students' achievement, this is an important finding.

Ernest quotes a study that concludes:

> "There is, then, an accumulation of evidence which points to the conclusion that sexual stereotyping of mathematics as a male domain operates through a myriad of subtle influences from peer to parent and within the girl herself to eventuate in the fulfillment of the stereotyped expectation of 'a female head that's not much for figures.'"

Given these findings, and the fact that most recent studies find no conclusive difference by sex in mathematical ability, Ernest suggests:

> ". . . men take more mathematics not for the superficial reason they like mathematics more than women, but because, whether they like it or not, they are aware that such courses are necessary prerequisites to the kinds of future occupations in medicine, technology, or science, they envision for themselves."

We have explored the background of the math issue to emphasize the importance of attitude, not ability. When parents, teachers, peers, and counselors all believe girls in general don't do well in math and discourage them from taking it, girls come to believe it themselves. They therefore avoid taking math courses. They then don't learn math, thus completing the self-fulfilling prophecy: "I can't do it." This chain must be broken if women are to succeed in NTO.

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*Tobias, Sheila, Overcoming Math Anxiety.

**Ernest, John, "Mathematics and Sex" in American Mathematical Monthly, October, 1976, pp. 595-614.

NTO program coordinators across the country recognize math as one of the largest obstacles.

> "The mechanical design program has only two women. It requires technical math and physics. We have only a handful of women in the electronics program. Sad, because this is where the jobs are around here. It's the math bugaboo."

> "Questions on math come up at every single career workshop we do. Women seem more afraid of that than anything else. Now I make sure there is reassurance about math in all the recruitment brochures, newspaper articles, and talks around town. It matters a lot. After one newspaper article in which I stressed that you can learn the math, almost every woman who called said she had thought she couldn't do these jobs because of the math."

These same program coordinators and our own field test site directors report unanimously that with attention and a little effort, the math problem can be overcome. First, they point out that not all women have negative math attitudes or inadequate math skills. Second, they say that by using the techniques below, women with negative attitudes or poor past achievement but with good motivation can learn the math they need for the NTO careers they have chosen.

This is what they suggest.

What You Can Do

Raise the Issue Early. Address the issue of math in your outreach materials and activities ("We'll teach you the math you need," "Prior math skills not required," etc.). Look for role models who were initially convinced they couldn't do math and found out to their surprise that they could -- a very common story. At career exploration events, ask role models to discuss their feelings and experiences with math, and be prepared with questions on the subject in case no one else brings it up.

Math Assessment. To make sure women get the tutoring they need and are placed in the correct math course for their skill level, assessing the math they know is a must. Most schools offer testing services for diagnostic purposes, so refer the women there. Emphasize that there is no passing or failing; the school needs the tests to provide the necessary math help.

> "I've coordinated with the testing office, so they can test prospective NTO students and send me the results. When necessary, the testing office will arrange for tutoring to upgrade skills to a level required for entry into NTO programs."

One field test site held a "math assessment evening," targeting attitude and skill equally.

> "Several of us put the evening together: a math developmental studies specialist, a counselor, and me. We welcomed the twelve women who came with coffee and an informal chat. Then there was a basic math and a basic algebra test. We encouraged the women to take both, and if they felt bogged down by the algebra to put it aside and work on the other. The testing time was half an hour. For the next hour, two of us graded the tests in a separate room while I spoke with the women about the support available for NTO women students. Then we went over the test results individually with the women and recommended the courses and tutoring they needed. I think this format, and especially the warmth conveyed by the staff, is very helpful."

Another field test site director made it a point to review NTO women's math course choices before they enrolled when she found that academic counselors sometimes advised Algebra II when Algebra I would have been better.

Math Refresher Courses. If there is time between a woman's decision to enroll in training and the start of classes:

- Refer her to the developmental studies program for brush-up work on math if it's needed.
- Arrange for a math instructor or tutor to teach a short-term intensive review of basic math.

By scheduling the refresher work before classes start, women relearn what they have forgotten and boost their math confidence, enabling them to start their training in an "I can" frame of mind.

Don't call the refresher course "remedial math." It implies that women weren't capable of learning math the first time around, precisely the attitude you are trying to counteract.

Math Avoidance Workshops. Many NTO programs held such workshops to focus on attitudes toward math, since an improvement in self-confidence can bring about an improvement in math skills. They target women whose negative math attitudes prevented them from enrolling in NTO training and those who were having trouble with the math in their NTO courses. Program coordinators point out that women can have high grades in math and still have avoidance problems ("It was just luck," they claim.)

Titles are sometimes businesslike (Math Anxiety Workshop) and sometimes imaginative: (Math + You - Fear) X Practice = Success. They are usually put together by a combination of NTO program coordinators, women's center counselors, math specialists, and/or psychologists. Several publications are listed in Appendix H for preparing a workshop on math avoidance.

One site director said:

> "After experience with a math avoidance workshop this term, I've found that a math teacher can cover the math very well, but that's not enough. Next term we'll add a psychologist to discuss attitudinal aspects. I think the first session should explain how society has made women feel inadequate in math. Understanding that they are not ignorant or dumb because they did not do well in school is important as a foundation for confidence necessary to begin learning."

Working with Instructors and Tutors. NTO programs often make discoveries that benefit all students, not only NTO women. In grappling with the math problem, some site directors discovered that students have trouble with math when the curriculum of the math courses is not coordinated with the occupational courses. If electronics involves logarithms this week but math won't cover them until next month, there may well be confusion and discouragement. It is important to remember that many women assume they are stupid when they don't understand math, even when the curriculum is the problem, thus making future learning even more difficult.

Instructors at the field sites developed a number of ways to help NTO women with math. An electronics instructor told us:

> "I work closely with a math instructor so our students learn a concept in math and then apply it in the electronics lab. The sequence has a logic to it. The women don't feel that things are disconnected. I wish we could plan curriculum together with more math teachers."

Other techniques they suggest that instructors try are these:

- Schedule informal extra math sessions whenever students seem to have a lot of trouble with a particular math topic.
- Review the math component of the occupational course and add illustrations and applications to make the abstract principles clearer.
- Share the curriculum outline for the next semester with the math and developmental studies departments.
- Meet with math tutors to ensure that needed material is covered.

One field test site decided to target the subject of women and math in a campus-wide committee on women and technology. Lack of coordination between occupational and math courses was one of the first problems they put on the agenda.

In addition to the curriculum coordination problem, some NTO coordinators and math specialists point out that frequently only one style of learning and doing math is rewarded, whereas in reality there are two. Math is often thought to be entirely linear: a methodical, step-by-step approach is taught, to the exclusion of a more intuitive "guesstimate" sort of approach. Professional mathematicians say that both are needed. Some math instructors have found that by recognizing and valuing this second approach, students gain more confidence in their mathematical ability, which in turn helps them learn the methodical component of math better.

Support During Training. In support group meetings and in individual discussions, check out how women are doing in -- and feeling about -- math. You may want to relax them a little:

> "Before her math exam, one woman was a bundle of nerves. Mind you, she'd done very well so far, but she was scared she wouldn't get an A! I spent some time with her talking about how a B or even a C was good enough. It seemed to help. She said she felt better, and she got her A anyhow."

If you are finding that many women have negative attitudes about math despite adequate ability, consider inviting them for a discussion of the problem. It may dispel each one's private conviction that she alone has problems with math.

These are several ways math can be tackled. As an NTO program coordinator, be on the lookout for problems, discuss them with instructors and tutors if they arise, and facilitate action by concerned faculty and staff.

THE INTRODUCTORY COURSE PROBLEM

Why is it a Problem?

Women usually enter NTO training knowing less about technical tools and terminology and having fewer occupation-related skills than men. When today's NTO women were girls, they usually weren't allowed to take shop courses in school. Their fathers (and later husbands) did the fixing around the house. They did not hang around with the guys to work on a car engine. They did not learn aircraft mechanics or radar communications in the service. The problem is therefore a combination of lack of opportunity, low expectations by others, and a negative attitude similar to the math problem. It is extremely common.

An unaware instructor can misinterpret the situation. His teaching experience has taught him where the curriculum for the introductory course should begin, since no introductory course can be absolutely basic. (He doesn't start by saying, "This is a wire.") He bases the decision on what beginning students in the past -- men -- generally know upon entering. The instructor therefore assumes that students know certain fundamentals: tool names and usage, occupation-specific vocabulary, and elementary manual skills. As a result, the instructor sees that men in the class understand while women don't, and may conclude that "women can't do this work."

Women can make their own misinterpretation. When they don't understand what the instructor is saying, they assume that everyone else does. They think they will never make it through the course if they can't even understand the first week's work. If there is no NTO program to step in, this problem often causes women to drop out.

One site director described the problem this way:

> "The way the women see it, all the men have this prior knowledge. In fact, there are many men who feel just as lost, but each woman feels she's the only one who doesn't understand. She feels personally at fault or stupid. She feels she can't make a public demonstration of her ignorance by asking questions, either."

When the site director raised the problem with an instructor, he was understandably frustrated. "I tell them to ask me when they don't understand. What more can I do?"

What Can You Do?

Help women to see:

- That they are not personally inadequate.
- That they are responsible for their education. As an instructor said, "Teaching doesn't mean you open someone's head and pour in the knowledge while he sits there."
  - -- They must ask questions.
  - -- They can set up study groups out of class.
  - -- They can go for extra help.
  - -- They can meet with instructors (and invite you to attend).

Ask instructors to find ways to take the pulse of the women's understanding. You can offer to observe a few classes to help them do this.

Finally, you can set up a pre-entry course on technical tools, terminology, and skills. Some schools have done this on a full-time basis, several sessions before the semester starts or during the first few weeks of school. Instructors work out curriculum content, although the course could be taught by an upper-level student (ideally a woman). Alternatively, check the non-profit organizations in your community that provide pre-entry courses, and refer women to them.

CLASSROOM PROBLEMS

Almost all instructors for whom teaching women is a new experience report (sometimes with surprise) that the experience is definitely positive. These women, they say, are on the whole more motivated and work harder than their other students. Most NTO women are older than the usual postsecondary student. They are changing careers after several years in a traditionally female job or are returning to school after years as homemakers. They take their decision seriously, and their greater maturity helps, too. The fact that many of them are seeking NTO training for financial reasons -- to support self or family -- is also a great motivator. Many NTO program coordinators and instructors mention that such women tend to have higher standards for the instruction they receive than other students: they demand to be taught well. This often improves the educational process for all students.

In our interviews with NTO program directors across the country and in our field test, we rarely came across instances of outright hostility to NTO women from instructors. Problems that arose were usually due to the introductory course problem or instructors' lack of understanding of pressures that women were under:

> "An instructor complained to me that a woman wasn't taking the work seriously because she wasn't coming to the extra help sessions he sometimes scheduled. I told him that she is a single parent of three kids, does all the housework, and is holding down a part-time job -- like a lot of our NTO women. 'I never thought of it that way,' he said."

However, overprotectiveness of NTO women by instructors and male classmates occasionally becomes an issue. A woman's lower knowledge level at the beginning and lower strength level sometimes evoke a response of chivalry, as men try to protect her from hard physical tasks and tough assignments. While they mean well, the woman is in effect protected from fully receiving the education she is there for. It is important for you to stress to the woman as well as her instructor that overprotectiveness is harmful in the long run. Once they -- and she -- see that she can do the work, the overprotectiveness will disappear.

Preventing Classroom Problems

- Send the names of NTO women to their instructors, asking them to let you know about any who are having problems. Offer your help and cooperation.

> "I send a list around of women in all the NTO classes, not just the names of the few women in each instructor's class. The length of the list is impressive, and instructors feel they are part of a school-wide effort."

- Check with women regularly, but especially at the beginning of the semester.

> "I tried to get feedback from as many students as possible during their second week of class. I wanted to hear about and clear up problems before they became frustrated and dropped classes."

- Check with instructors.

> "I called the instructors to ask if they had any women students who looked lost, as they are the potential dropouts."

Resolving Classroom Problems

When women come to you with classroom problems -- the curriculum, the instructor, a classroom atmosphere that prevents women from learning well -- try some of these.

- Encourage the woman to meet with the instructor individually.
- Have a private talk with the instructor. Be constructive.

If neither of these works:

- Suggest that the women in the class who share the problems go to the instructor as a delegation. This is often successful; the women give each other confidence and a group is taken more seriously.
- Ask supportive instructors to talk to their resistant colleague.

If you find that you have an extreme case on your hands -- an instructor who is demonstrably sexist or incompetent -- and when milder steps have failed, extreme measures may be called for.

- Go to an administrator. Be sure you have facts to back up your complaint.
- Suggest that the women go to an administrator.

"There are now two women and an older man, in addition to the usual cluster of young men, in a class taught by an instructor who was known to be incompetent but who had been retained for 16 years. Over the years, records of complaints about him had been kept but no action was ever taken. These three people decided they had a right to good training, so they met with the entire class and everyone signed a petition stressing their need for a competent instructor. The department met to discuss the issue, the instructor was suspended, and a better instructor was hired to complete the semester."

Test Anxiety

Some women experience test anxiety in math or occupational courses. It can stem from shaky self-confidence, awareness that they are attempting something new and therefore difficult, or concern over how much is riding on test results. Test anxiety is greater than the normal stress most people feel when taking a test. It can create a self-fulfilling prophecy of failure if not dealt with.

There are several things you can do to help.

- Talk to such women individually. Empathize with their concern, but try to help them see in what respects it is unwarranted.
- Offer a workshop on test anxiety. A role model who has gone through it herself is most helpful.
- Time helps. A couple of successful tests under the belt are calming.

THE DEVELOPMENTAL STUDIES BOTTLENECK

Students whose reading and math are not up to the level required for entry into occupational programs need to spend time brushing up their skills (through a learning center, developmental studies course, or the like). Depending on their skills and the entry requirements of the programs they select, students can spend from weeks to months (or occasionally a year) in developmental studies before beginning occupational training.

This is of course true for men and women and relevant to all occupational programs. However, several site directors pointed out that women who must spend a long time in developmental studies without seeing a shop or lab become discouraged and drop out before reaching the point when occupational training can begin. They say it is not the time spent in developmental studies but the lack of occupational relevance that causes women to lose motivation.

This is clearly not a problem you can solve on your own, in part because it calls for a change in institutional policy about the relationship between the developmental studies and occupational programs. Reform is a large-scale undertaking. Nevertheless, there are some things you can do to initiate a solution if developmental studies are a bottleneck for women with low reading and math skills who want to enter NTO training.

- Be informed about the reading and math requirements for the various NTO occupational programs you are targeting. Advise women with weak skills about the ones that have lower skill entry requirements (e.g., welding requires less math than electronics or engineering), which can reduce the time they must spend in developmental studies courses.
- Encourage occupational instructors, developmental studies specialists, and administrators to develop strategies for:
  - -- Incorporating occupationally relevant illustrations and applications into the developmental studies curriculum,

- -- Using occupation-specific materials to teach reading and math,
- -- Developing a pre-entry course that involves regular hands-on visits to the shops and labs of their chosen occupational programs,
- -- Intensifying developmental instruction in order to speed up entry into occupational programs,
- -- Monitoring progress.

PHYSICAL FITNESS

Some nontraditional occupations, particularly in the trades, require more strength, stamina, and leverage techniques than many women normally possess. If your NTO program is targeting strenuous occupations, this section is important for you.

Once again, we have to start in the past. Girls are discouraged from acting like tomboys. Until recently, most of the funds, facilities, equipment, and coaches in schools were for male athletics, not female. Men rush to assist women carrying heavy packages. As a result, many women's muscles are not as well developed as they could be, and negative attitudes can compound the problem. On the other hand, many women are stronger than they think: they're used to carrying 20-pound grocery bags and 60-pound children!

NTO program coordinators say that if women want to enter jobs requiring heavy physical labor, physical fitness training is essential.

- If a woman is concerned about her physical capacity for a strenuous job, recommend a physical examination.
- Ask instructors (or employers) what physical skills are needed. Tell the women these are the ones to work on.
- If your school has a gym, find out if a physical fitness course can be set up for women.
- Refer women to exercise and weight-lifting classes in the school's gym or at a health club in the community.
- Women in one program pooled resources to hire a physical education expert to come in once a week and teach them exercises.
- Suggest they do exercises at home.

Here is a list of the general areas that can be covered in a physical fitness program:*

Warm-up: cardiovascular and breathing exercises (aerobics)

Exercises for developing strength, stamina, and relaxation

Exercises focused on specific parts of the body:
  Spine flexibility
  Back strength
  Leg and hip flexibility
  Abdominal strength
  Leg, arm, and wrist strength

Tricks of the trade:
  Principles of leverage and balance
  Ways to lift, reach, carry, pull, and push
  Use of aids such as dollies, pulleys, levers, other people.

IV. SUPPORT GROUPS

WHY ARE THEY IMPORTANT?

Support groups appear to be so necessary to NTO programs that women often form them spontaneously when they are not already part of the program.

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*With thanks to Vivian Guilfoy for part of this list.

> "We encourage all NTO women to get involved in support groups. They build confidence and increase retention."

They also help women discover common ground, ventilate frustrations, teach and learn strategies and solutions to problems, and share pleasure, progress, and good news. Certainly, clustering women in classes creates mini-support groups; many NTO women say that they might not have made it through if they had been the only woman in their classes. But the clusters are likely to be small and most women benefit from discussion of the NTO experience with more than two or three others. Support group discussions can include the topics in this and the next two chapters as well as other issues.

In addition to learning from women in other occupational programs, some support groups serve a broader cross-section: women who are considering NTO, just beginning training, nearing completion of training, and working in NTO jobs (role models). In this way, women can help those less experienced than they while receiving help from their peers and those who are more experienced.

Names for the groups vary. The terms support group, informal network, club, and professional society have all been used. But whatever the name, support groups provide the essential service of a forum for helping women process the new experience of NTO. So start the groups early in training and keep them going.

WHAT TOPICS SHOULD BE COVERED?

NTO women should determine the content of the meetings. Your role will be to arrange time and space and on occasion to invite a speaker.

Some NTO women prefer unstructured support group meetings, enabling them to discuss whatever is of concern at the moment. This is certainly very valuable. Some programs choose to combine unstructured meetings with sessions on specific topics chosen in advance, perhaps with a role model or a speaker.

Here are a number of topics NTO women may be interested in covering at support group meetings:

Assertiveness
Financial management
Managing housework
Personal development
Life planning (including parenthood scheduling)
Overcoming math avoidance
Divorce and child support laws
Dealing with divorce
Self-defense (karate, etc.)
Consumer survival
Legal problems and rights of women
Coping with family and work demands
Women in mid-life
Human relations skills
Setting goals and making decisions
Increasing self-confidence
Returning to school
Dressing for success
Maintaining good health
Working in a male environment
Sexism
Sexual harassment
Racism
Time management
Communication skills
Children of working mothers
NTO and femininity
Single parenthood
Explaining NTO to family and friends

During the first few meetings, you might ask which (if any) of these topics they might be interested in scheduling. Ask again periodically, as concerns and preferences change over time.

In order for a support group to be most effective, it is important that a warm, supportive atmosphere exist. Women need to feel that they can be honest and that it is safe to express vulnerabilities. Site director Judy Trombley of Waukesha County Technical Institute created just such a group, and stresses how essential it is to have a place where women can discuss school and home problems among themselves. She achieved success by making sure that the group was small enough for the women to get to know each other well, by encouraging the women to set the agendas (and therefore assume "ownership" of the groups), and by responsive scheduling. Judy told us how it worked:

> "The women determined that their real need was to know more about what was waiting for them "out there" in the work world. They were unsure of their skills and what to expect as the only woman in a male department, what the dress codes would be, how to evaluate a company during the interview -- nuts and bolts kinds of questions. We decided to hold a campus-wide woman-to-woman workshop in a few months, bringing back to campus graduates from nontraditional programs. We will invite all women presently enrolled in programs and also open it to women who want to know about NTO careers. Our support group set the agenda and has been very involved in the planning."

SCHEDULES AND FORMATS

Sometimes these support groups are not easy to achieve. Scheduling support group meetings in addition to classes, studying, commuting, child care, housework, and part-time jobs can be very difficult for women.

> "Although the few women who come to support meetings get a lot out of them, we haven't figured out the most effective way to give them the support they need. Most are working as well as attending school. Some return home immediately after class to care for children. Support groups, though wanted and needed, may appear as luxuries that cannot be afforded."

A support group is one of the most powerful retention tools you have. It's important to try a variety of methods to make it possible.

Experiment with some of these after checking with women about their schedules:

- Limit meetings to 45 minutes or an hour (a manageable length).
- Hold breakfast, lunch, or dinner meetings.
- Hold daytime, evening, or weekend meetings.
- Offer multiple sessions on the same topic.
- Encourage women who can't make the regular meetings to get together on their own.

Here are some support group variations our site directors tried during the field test:

- Arrange lunches and coffee meetings for small groups.
- Hold an evening party.
- Coordinate a pot-luck supper.
- Have an open meeting to which families are invited.

One program has formed a club of NTO women which serves as a support group and a service organization:

> "The club officers make welcoming calls to new female students, offering the club's assistance in adjusting to their new situations. Role model panels, employer panels, and industry tours are some of the activities the club sponsors."

If your school already offers support groups to women in general (usually not NTO), think about whether you want to refer NTO women to them. Some of the issues will be the same: returning to school;

combining school, home, and work responsibilities; etc. However, we suggest that a support group dealing specifically with NTO-related issues such as math, working in a male environment, or sexism, is best for NTO women. It would be repetitious to cover them in individual appointments, and women would miss the exchange of views with peers.

OTHER SUPPORT TECHNIQUES

Peer Counseling

Some NTO programs (with comfortable budgets) find that peer counseling is a useful addition to -- or in some cases, a substitute for -- support groups. Women who are close to completing their training and have been "through it" are helpful in advising new NTO women. This can be done on a volunteer basis, though less reliably.

A Buddy System

Some established NTO programs say that a buddy system is a good way to help newly entered NTO women. A second-year student pairs up with a first-year student in the same occupational program to show her around, give her insider's tips, answer questions, and introduce her to people.

EVALUATION

1. Distribute a simple questionnaire before enrollment to identify support needs.

   A. Which of the following would you need in order to enroll in occupational training?

      1. Child care: ____ yes

         ____ no

         If yes, give ages of children ______________

      2. Financial aid: ____ yes

         ____ no

         If yes, for tuition? ______________________

         for living expenses? ______________

      3. Transportation to school:

         ____ yes ____ no

   B. How do you feel about math?

      _____ Very confident

      _____ Pretty good

      _____ Neutral

      _____ A little nervous

      _____ Scared

2. Have periodic discussions with NTO women and instructors, tutors, financial aid staff, and others to ask about how well or badly services are meeting women's needs. Call dropouts to find out if the problem was one that could be avoided with improved support services.

START-UP CHECKLIST

Have you . . .

... Created a warm atmosphere so that women feel comfortable coming to talk to you?

... Found out whether the initial contacts as well as the procedures of the school's service departments are as welcoming and helpful as possible?

... Assessed women's needs for support services?

... Obtained or prepared lists of financial aid, child care, and transportation resources?

... Found out about available math help?

... Met with instructors to discuss ways you can work together to help women in their classes?

... Devised an evaluation method?

CHAPTER 7: SUPPORT SERVICES II, DEALING WITH OPPOSITION

This chapter shows how to help women deal with a variety of personal and interpersonal obstacles to their success in NTO careers. Some of the obstacles, such as opposition from family, tend more often to come up during training. Others, such as sexual harassment, tend more often to arise on the job. Support services are needed to prevent them from causing a woman to drop out of training or quit her job unnecessarily.

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I. INTRODUCTION

This chapter was the most difficult one for us to research and write, and it may be the most difficult one for you to read and act upon. It covers several forms of opposition to women's success in NTO training and on the job.

We would like to emphasize at the outset that not all women will encounter opposition from families and friends, tokenism, sexual harassment, or racism, and that not all men are the source of these. We would also like to emphasize that all problem situations don't have happy endings. You have not failed if some women drop out of NTO training or jobs. Rather, the goal of the support services discussed here is to give women the support and preparation they need to prevent problems that are preventable and resolve problems that are resolvable, at all stages of their NTO careers.

You will do what you can to reduce opposition problems in school, but you have little direct influence on the work environment. Women must therefore be prepared before they get there. They need to understand that opposition arises not because of any personal inadequacy or unsuitability for NTO, but because they are women. To avoid the guilt trap, they need to understand how sex-role socialization and occupational sex stereotyping shape men's and women's attitudes. Otherwise they may think, "They must not like me." "I must be doing something wrong." "It must be my fault." Forearmed with knowledge, women will be prepared with coping skills, will not be crippled by misplaced guilt, and will be able to wait out any rough spots from a position of strength.

If women never meet any of the problems discussed in this chapter -- and many don't -- they will be none the worse off for the preparation they receive. If they do, these support services may well mean the difference between success and failure in their NTO careers.

The participation of professional counselors is highly desirable, particularly if you are not trained as a counselor yourself. However, many NTO program coordinators find that if necessary, they themselves can offer substantial help after studying the issues. If you plan to provide support services yourself on any of the topics contained in this chapter, the publications mentioned in Appendix H should be helpful to you.

In addition to support groups, role models, individual counseling, and workshops, assertiveness training is fundamental in dealing with opposition problems. It is discussed next.

II. ASSERTIVENESS TRAINING

Assertiveness is the direct, honest, and spontaneous expression of one's feelings, a way of protecting one's rights. It is a skill that many women (as well as some men) are not taught, but one they must learn in order to counteract opposition to their career choice at home, in the classroom, or on the job.

WHY IS IT NEEDED?

Traditionally, women learn that it is acceptable for ladies to express positive feelings ("If you can't say something nice, don't say anything at all"), as well as helplessness, fear, anxiety, and concern. It is not acceptable for ladies to express resentment or anger. When confronted by someone who is treating them rudely or insultingly, women may back off, feel guilty, use feminine wiles, or stifle resentment. They may avoid stressful confrontations by rationalizing:

- It's not feminine.
- The time isn't right.
- It would make an unpleasant scene.
- He or she won't like me.
- The consequence would be awful.
- I'm hypersensitive.
- The incident is too trivial to mention.
- It's over and done with.
- Nobody else seems bothered by it.
- He or she has problems, too.

By not responding, women avoid an anxiety-producing confrontation and hope that offensive behavior will stop if they ignore it.

The trouble is that it doesn't work. Unreleased feelings of hurt, anger, and resentment don't dissipate but instead breed anxiety, lowered self-confidence, and a feeling of vulnerability. And the negative treatment often continues and may even increase when women fail to object to it; the other person may not realize he or she is being offensive, or may interpret silence as tacit approval or encouragement.

HOW ASSERTIVENESS IS LEARNED

A woman who responds assertively to negative behavior or comments protects her rights to fair treatment by identifying clearly what it is that offends her and how she wants to be treated. Her eye contact, posture, and voice match her message. Her words preserve the self-respect of the other person as well as her own.

Some women initially have difficulty learning to be assertive, having been taught that assertive women are aggressive, pushy women. One of the goals of assertiveness training is to help women see the difference among assertiveness, aggressiveness, and passivity, as illustrated by this situation:

You have earned an Associate's Degree in drafting and are starting your new job today. When you arrive at work, your supervisor asks you to spend the morning filing letters. What do you say?

Assertive:	I am a draftsperson and was hired to do drafting work. I am sure you have a filing clerk to do the filing.
Aggressive:	You have your nerve insulting me like this!
Passive:	Well this isn't really my job, but if there's no one else to do it I guess I could.

In a word, assertiveness teaches other people how you want to be treated, while aggressiveness attacks and passivity gives up. It is a particularly important skill for NTO women to develop, as treatment by others can be a serious issue.

Developing assertive communication skills requires teaching. Assertiveness training may already be available to women in your school. If not, there are several publications listed in Appendix H that can help you prepare and teach a workshop on the topic.

The key is practice. Ask women to role-play situations they have been in when a more assertive response would have worked out better. Ask role models about on-the-job situations they know of that required assertiveness, and role-play them. Suggest to women that they practice among themselves as well. Emphasize that assertiveness is a skill like any other, and as such it may be hard to achieve at first. But as Gloria Steinem said, "Stage fright isn't fatal."

III. OPPOSITION FROM FAMILY AND FRIENDS

For an NTO woman who is taking a sometimes difficult and courageous step in her life, the opposition of family (and to a lesser extent, friends) can be more of a problem than she can handle. If the pressure becomes great, she may feel she has to drop out of training or the job to keep peace in the family. Or she may continue, but with her energy seriously drained.

The problem can occur with married and single women and young and older women. The parents of one woman in her early twenties told her not to come home again until she quit her carpentry training. She refused, and was waiting until time softened their opposition. Other aspects of the problem are these:

> "We have many times seen men who are realistically threatened that their wives may leave them after they are capable of earning better salaries, and men who are threatened by the fear that their wives will outshine them or earn more money than they do."

> "The family issue is no less important to the single parent. Children may not automatically understand the new role of their mother, or they may want her home with them at all times. NTO women will find it difficult to succeed without the support of the family."

> "Some of the married women who attended the workshops told me they were interested in NTO training because their marriages were in bad shape and they needed to get ready to support themselves."

> "Not all opposition is unfair. Some families are sincerely concerned for the woman's sake. They're afraid the physical work will be too hard for her, or that she'll be exposed to hassles and even danger from men she works with."

There are several things you can do to help.

- Invite husbands, boyfriends, and other family members to an event at school: a career exploration workshop, a pot luck supper, a support group meeting, or another occasion. Have a panel of NTO women and their supportive husbands to air issues of concern openly.

- Schedule support group meetings on family opposition for women who have the problem. Invite role models who have been through it themselves.

- At one school, the president sent a letter to the husbands, boyfriends, or parents of newly enrolled NTO women. The letter took note of their training as a positive event in their family lives and explained the help and support the women would need from their families. (It's wise to get women's permission first, though.)

- If you put out a newsletter for NTO women or contribute articles about the program to your school's newsletter, include items about supportive family members and responsible children.

- Provide referrals for marriage counseling. If husbands refuse to participate, you can refer women for individual counseling.

Opposition from friends is usually less discouraging, but it can happen. Women who enter strongly male-identified occupations, such as some of the trades, occasionally say that their friends can't understand why they've chosen this, and that as time goes on they have less in common. NTO women who have this problem say that they resolve the loneliness by making new friends who are more supportive, often other NTO women. Having an active support group is therefore the best way you can help with this problem.

IV. TOKENISM

Whether in the classroom or on the job, the presence of a single outsider in an otherwise homogeneous group can create special pressures. This is true not only for women in a male group, but also for people of different racial or ethnic groups -- in fact, any subgroups whose members are dissimilar from the majority in important respects. The problem arises from the numerical imbalance rather than from any specific characteristics of the outsider, although those characteristics can become the battleground.

The process is not mysterious. Imagine what would happen if a man joined an all-female group whose members had known each other for a long time. They might not express their feelings rudely but they would probably feel self-conscious and uncomfortable, and he would feel unwelcome. The reaction would have nothing to do with the man personally, but with his difference from them.

Every newcomer to an existing group is in a sense a token, since he or she does not yet share the group's attitude and personality structure. A testing period is almost universal for newcomers, although it varies greatly in expression, intensity, and duration. The testing period can focus on such things as the newcomer's job skills, personality, or quickness in learning the ropes, and usually gives way to conversion from outsider to insider status.

The passage of time erases the newcomer status of a man who has joined a group of male workers, and he becomes like other members. No amount of time can totally erase what makes an NTO woman different from the group: her womanhood. But over time she can beome more like the men in some respects (sharing their knowledge, the group customs, etc.). Continued contact and increased familiarity can reduce the men's concern over what makes her different.

Some NTO women say they have no acceptance problems at all, that what they have in common with their peers far outweighs their differences. Others say that though there is a testing period, it is the same for everyone, passes quickly, and is followed by acceptance. Still others say that their newcomer or token status is far more intense and lasts far longer for them than it does for a man, as expressed by a double standard:

> "He's new. Let's see if he can do it."
>
> "She's new. I bet she can't do it."

WHAT IS TOKENISM?

When NTO women are prepared with knowledge about tokenism, they are less prone to misinterpret events and more likely to approach the situation constructively.

To provide you with the knowledge you should transmit to the women in your program, we are including a discussion of what happens when minorities interact with majorities. The process needs to be understood if NTO women -- a female minority in a male majority -- are to avoid the painful effects of tokenism. Our information is adapted from Rosabeth Moss Kanter's book, Men and Women of the Corporation. Although Dr. Kanter writes about the corporate environment rather than NTO, her discussion of tokenism is relevant here.

Dr. Kanter explains tokenism by saying that the numerical imbalance gives rise to three factors, each of which poses difficulties for the token: visibility, contrast, and role distortion.*

Visibility

Since she is the only one of her kind, the token lives in a fishbowl. What she says and does is public information. She is seen as representing all women, and is asked to respond to a question from the "woman's point of view" (as if there were such a thing). If she has a work-related problem, it is often blamed on her womanhood rather than on the situation.

High visibility brings with it high performance pressure. The token feels she must perform perfectly because every mistake she makes will be magnified. As everyone new to a job makes mistakes, this is especially difficult. However, if she performs too well men may feel she is showing them up and may react resentfully.

Some women respond to visibility problems by trying to do their jobs well but invisibly, by declining situations that would make their achievements public, or by minimizing their accomplishments. Others capitalize on their public status and flaunt their high performance. (NTO program coordinators add another alternative: women can concentrate as fully as they can on the job at hand and try to ignore the interpersonal dimension.)

Contrast

The presence of a woman increases the self-consciousness of men and heightens the contrast between them and the woman. When tokenism occurs, the male culture becomes exaggerated. Women then become both the occasion and the audience for talk about masculine prowess, aggression, sports, drinking, and sex.

Interruptions remind women of their contrast, or difference, from men, who are asking, in effect, whether the old rules still hold. "Do we have to watch our language?" "Excuse us, this is an in-joke." "You understand what we're talking about, right?" The woman becomes the interrupter, the interloper, the waster of the group's time, the cause of distraction.

Women can be asked to demonstrate their loyalty to the male group by turning against other women: participating in laughter at them, making or failing to challenge negative comments about them, ignoring or tacitly approving bad treatment of them. Failure to pass such loyalty tests leads to social isolation.

Some women respond to contrast problems by trying to become like men: go fishing, swear, go drinking with the guys, turn against the other women, all in an attempt to avoid isolation. This is the path chosen by the "Queen Bee," the woman who has made it and turns her back on other women once she's in. (The alternative, as several NTO women told us, is to wait it out.)

Role Distortions

The woman's characteristics can be distorted to fit a stereotype, and there aren't enough women present for men to see that not all NTO women are the same. Four stereotyped roles are common.

The Mother. Men tell their troubles to Mother, who sews on their shirt buttons and bakes cookies to bring to work. The role is sexually safe but has other costs: she's rewarded for service, not her work; she must nurture and not criticize; and she becomes an "emotional specialist."

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*See Appendix H for full reference. Dr. Kanter has also produced "A Tale of 'O': On Being Different," an audiovisual on tokenism; see Appendix H.

The Seductress. This role is the most tense and has an element of sexual competition and jealousy even when the woman is scrupulously careful. How she acts is less important than how she's perceived by others. If she should seem to flirt or be very friendly, she becomes a "whore." If she develops an alliance with one man, sexual or not, she's resented: the resource is too scarce. A variation on this theme is when a high-status male volunteers to be her "protector." He is resented for winning the prize and she is resented for having an unfair advantage. A protected status emphasizes her difference from the others.

The Pet (or the Kid Sister). She's cute, amusing, funny, a mascot, a cheerleader for the displays of masculine prowess. Her competence is unexpected and therefore fussed over: "Look what she did and she's only a girl!" This role encourages immature behavior and prevents true competence.

The Iron Maiden (or the Virgin Aunt, or the Women's Libber). Women who refuse to play the first three roles, who insist on being treated as an equal, are seen as tough, frigid, or dangerous. They're regarded with suspicion. They are treated to elaborate shows of politeness. Men are superficially friendly with the Iron Maiden but in fact isolate her.

Women can respond to role distortions by limiting demonstrations of their competency or by accepting the role men assign them. Although both alternatives reduce the threat token women present to men, they diminish their professional or social integrity. Or they can refuse to exhibit any of the stereotyped behavior expected of the role assigned to them, which requires continual watchful effort and is exhausting.

NTO Tokens

Adding to Dr. Kanter's views as presented above, there are special expressions of tokenism that apply to the NTO woman. Although such situations are not common, they can happen, particularly in those skilled trades where the masculine mystique is at its strongest.

- She may get the heaviest, dirtiest, most unpleasant, boring, or meaningless tasks to do.
- She may not get the instructions or information she needs to do her job properly, with the result that she performs it poorly and is left to face the consequences.
- Her machinery or tools may be sabotaged.
- Impossibly high standards may be set for her as conditions for approval and acceptance, or for performance and raises.
- There may be a double standard for penalizing her mistakes or infractions.

HOW YOU CAN HELP

To avoid tokenism traps, use these techniques.

Discuss Tokenism with Women

Knowing the possibilities in advance can help women determine how to conduct themselves and avoid harmful misinterpretations.

Principles of Conduct

In the initial stages of her new job, particularly if she is the first woman there, and most especially if she is entering a macho trade, suggest that an NTO woman be pleasant but not too friendly. It might not be wise for her to go drinking with the boys, or to use vulgar language. In terms of clothes, she should aim for the midpoint between sexy and sexless. Most important, she should be able to respond assertively to testing behavior. Ask role models to describe situations they have faced and role-play them in the group. Point out that once men get to know an NTO woman their stereotyped responses often fade, so it is in her interest to play a waiting game.

Legal Rights

Some of the behavior we have described above is illegal because it discriminates on the basis of sex. Women need to know what the laws prohibit and how they can have their rights enforced. (See Chapter 8 for a review of relevant laws.)

Cluster Women

A lone woman is a sitting duck, and two of them can be subject to a "divide and conquer" tactic. Try to cluster women in classes and on the job in groups of three or more whenever possible.

Provide Support After Placement

See Chapter 8 for more on this point.

SEXUAL HARASSMENT AND RACISM: AN INTRODUCTION

After careful consideration and discussions with many people, we have chosen to devote considerable space to the issues of sexual harassment and racism to assist those NTO women who encounter them. Although not all women experience them, those who have say that advance preparation would have made a night-and-day difference.

Sexual harassment and racism have had a long and pervasive cultural history. While racism has been the subject of public discussion for some years and sexual harassment is becoming so, they tend to be dealt with abstractly, at emotional distance. People who have not personally experienced them often have difficulty appreciating how devastating they can be to one's livelihood and self-respect.

Many people deny these are serious issues, for two reasons. First, unpleasantness creates an avoidance reaction. Secondly, people who have not experienced prejudice personally are often unable to recognize it when it occurs. Some people believe that by talking about sexual harassment and racism in all but the most theoretical ways, we encourage fear and create problems. There is a tendency to blame the victim ("She must have asked for it") and refusal to accept responsibility for change.

By denying these problems, we don't make them disappear. On the contrary, they become aggravated precisely because they are hidden and thus protected.

In addition to describing the problems and suggesting ways to deal with them, we are presenting fairly lengthy interviews with women who have experienced sexual harassment and racism. We urge you to imagine yourself in their place. You may find some of the words offensive -- as we certainly do -- but we stress that a reader's discomfort is mild compared to that of a person who has lived these experiences.

We recognize that it is not within your power to eliminate racism and sexual harassment completely, from either the classroom or the workplace. However, it is our hope that by understanding them and experiencing them by proxy, as it were, you will be motivated to tackle the challenge, prepared to deal with the insensitivity and resistance of others, and able to help NTO women cope with these problems should they occur.

V. SEXUAL HARASSMENT

Sexual harassment is now illegal under Title VII of the Civil Rights Act, enforced by the Equal Employment Opportunities Commission. Quoting from the regulations:

> "The guidelines define sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a nature which constitutes harassment when:
>
> - submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment;
> - submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; and/or
> - such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

Sexual harassment can cover a wide range of behavior: ogling, sexual innuendo, sexual suggestions or jokes, pinups or other offensive pictures, "accidental" or "friendly" body contact, kisses and hugs, propositions, and attempted and actual rape. It is harassment whether it comes from a supervisor, a coworker, or a customer, an instructor, a counselor, or a student.

Although the problem is most recognized in the workplace, sexual harassment also occurs in school settings, as the following examples indicate:*

> "Whenever he talks to me he keeps his eyes on my breasts. I don't know how much longer I can force myself to go to his office for help I need, or even to go to class."

> "I had earned a C, but my final grade was a D. When I went to talk to him about it, he told me there was one way I could get an A that wasn't available to his male students."

> "I missed a final exam (for family reasons) and the instructor asked me to take the make-up exam in his office. He kept fondling me and stroking me. I left his office in shock and haven't returned. I guess this means I'll fail the course."

The key to understanding sexual harassment is in one word: unwelcome. Mutually acceptable flirtation, affection, and romance are different because they are, in fact, mutual. Submission to sexual pressures in exchange for passing a course or keeping one's job cannot be considered freely chosen. Sexual harassment is, rather, an abuse of power. It is a form of corruption, with sex, not money, as the medium.

HOW COMMON IS IT?

Although sexual harassment affects both sexes, it is women who are the most frequent victims. A 1976 survey of 9,000 employed women conducted by Redbook magazine found that approximately 90% of them reported having been sexually harassed at some time in their work lives. A 1981 report of the U.S. Merit Systems Protection Board found that 42% of female federal employees said they were sexually harassed during the preceding two years (the figure for men was 15%). Generally, studies find that 90% of women have observed sexual harassment, 70% have experienced it, and 50% have quit or been fired over it. These figures come as a shock to many people. In a recent article on sexual harassment in the Harvard Business Review, one of the conclusions is that "Many women, in particular, despair of having traditionally male-dominated management understand how much harassment humiliates, damages, and frustrates them, and they despair of having management's support in resisting it."*

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*Drawn from Sexual Harassment: A Report on the Sexual Harassment of Students. See bibliography.

If sexual harassment is so widespread, why is there so much ignorance about it? Few women report it. Some reasons are these:

- Shame and embarrassment.
- Fear that they may have invited it unknowingly.
- Fear of reprisals from the harasser.
- Conviction that no one will believe them.
- Lack of proof.
- Fear of being branded as a "troublemaker."

Although these reasons are certainly understandable, silence protects the harasser more than the victim.

WHAT DOES SEXUAL HARASSMENT FEEL LIKE?

Roberta came to us to tell her story, in an attempt to get over the emotional trauma caused by her experience of sexual harassment.

"I worked as an elementary school teacher for eleven years, but about a year ago my job was cut out. A friend of mine drives a truck, and I thought, well, she can do it and it sounds sort of exciting. I'd like to go across the country. My kids are teenagers now, and I'm divorced, so it's time for me to do what I want.

"So I went to trucking school. I was the only women in my class, but I had the support of everybody. The guys knew some stuff I didn't know since they had worked with trucks before, but I was an all-right student. I figured I was tops in my class among women!

"My first job was perfect for a beginner. I was the night driver. I got the loaded truck at the warehouse, drove it across town to the plant, docked it, and waited till the plant guys unloaded it. Then I'd go back. By the time I was through with that place, I could have parked that 45-foot box on the roof. It was a beautiful job.

"The guys at the plant told me to watch out for the truck drivers at the warehouse because they might rape me. But I had no problem with them. They were friendly and open and liked coming in to have a cup of tea with me, but they didn't help me when I needed help.

"Things were fine at first at the plant, too. Sure, there was the traditional thing, you know, the flirting, the questions. But I thought it was all in good fun. I'm a good guy -- I'll go out and have a beer with anybody. I like to talk to people. But then the sexy talk really got started. Those 'funny' jokes that come up. To hear them talk, I was sleeping with everybody in the world. It was just things I picked up, not anything you could nail, little stuff that can kill you. I tried not to react, but they got grosser and grosser. Then I told them to cut it out, but it didn't make any difference.

"My boss, he's the one I blame. He's part of the system, he's the one who's supposed to control the people who work there. A woman in the office warned me, 'Watch out for him. He asked me out, I said no, and that's when the badmouthing started.' He started asking me out. 'We're going to your house tonight,' he'd say. He didn't ask for a date, he expected it. Of course I told him 'No.' That's 15-year-old stuff. Pretty soon everybody knew about it.

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*Eliza G. C. Collins and Timothy B. Blodgett, "Sexual Harassment: Some See It, Some Won't," Harvard Business Review, March - April, 1981, pp. 76 - 94.

"So the honeymoon was over after four months. All of a sudden, the job wasn't being done properly. One night the truck was busted. My boss knew it was having electrical trouble. I stopped work 55 minutes early so I could call the mechanic. What was I going to do with a dead truck in the middle of the night? I was putting the truck away when he came out screaming at me. He wrote me up to the union for stopping early, and ha, ha, he thinks it's funny. Everybody told me, 'Don't worry about it. I have millions of those things.' But I can't do that. I'm supposed to be a good straight lady truck driver.

"I didn't really understand what was happening. I felt like I was cracking up, and sometimes that it was maybe my fault. I started to have bad dreams, real nightmares. Machines were grabbing my hands, and dirty men with garbage on their hands. I couldn't eat, and I love to eat! All the time, all those little hurtful sexy comments, so little you can't remember them but big enough to hurt. And more and more complaints about my work. But in this kind of job, you can't make mistakes — it's too easy, once you know how. I know my work was okay.

"Being all alone was the worst. I didn't have one friend at work. I complained to the union steward about my boss, he told me to take him with a grain of salt. The truck drivers listened, but they didn't understand.

"The last straw came ten months after I started the job. A new high-up boss was there with my boss and the one of the guys said, right in front of the new boss, 'You've been doing it again on the desk, Roberta. I can see it smeared all over the desk.'

"For two days I got sicker and sicker. Then I thought, I don't need this abuse. I don't need this job. So I called personnel and said I couldn't come in any more because of sexual harassment on the part of my boss. He wasn't the one who made that comment, but isn't he responsible for what happens there? I wrote a letter to the president of the company, who sent it to the affirmative action officer. He said he'd interview my boss. My boss denied everything, even propositioning me once. Maybe some of the other men, but not him. So it's working down to one person's word against the other. The affirmative action man told me to write it all up. How could I write up all the little stuff you can't really remember? That statement about the desk should have been enough, as far as I'm concerned. He said he'd interview the other men and call me back. He hasn't.

"I'm feeling a little better now that I have another job, teaching handicapped people how to drive cars. I was so afraid I wouldn't be able to do it. It's a good job, but I really want to be a truck driver. I think about what happened a lot. Your livelihood depends on your job. You have a house and kids to take care of. Maybe it was because there were a lot of layoffs when I was there. Maybe the guys at the plant joined in the free-for-all because they were afraid for their jobs. I'm positive, though, it happened because I'm a woman. Nobody else got treated like me, including new guys.

"I felt like I was going to explode. There were times I felt so dirty I took scalding hot showers to clean myself off. I won't be over it for a long time. I know I'm still angry. I cry. I feel like I've been raped.

"Women should have someone who cares about them where they work. They have to know how it can be before they get in there. I didn't know any of it.

"When I get my strength back, I'm not through with the trucking industry."

How Sexual Harassment Hurts Women:

- Undeserved bad performance reviews and failure to obtain deserved raises or promotions.
- Decreased self-esteem from impaired job performance caused by stress.
- Loss of an income from being fired or quitting.
- Difficulty in obtaining unemployment compensation without proof of sexual harassment (and it's hard to obtain proof after the fact).
- Difficulty in obtaining good references for next job.
- Emotional effects: loss of self-confidence, humiliation, shame, guilt, anger, etc., which can lead to disruption of relationship with mate.
- Physical effects: migraine headaches, back and neck pains, insomnia, clinical depression, high blood pressure, stomach ailments, etc.

Many studies have shown that these consequences can occur whether a woman resists or submits to sexual pressures, whether the harassment is verbal or physical, or indeed whether the harasser actually propositions her or not.

How Sexual Harassment Hurts Employers:

- Destructive work environment leads to low morale.
- It is expensive:
  - -- Finding and training replacements for harassed women who quit or are fired.
  - -- Increased insurance premiums for stress-related ailment claims.
  - -- Increased sick leave.
  - -- Lower productivity, owing to stress for harassed women, to poor morale for other employees.

Sexual harassment is legally, morally, medically, and economically unacceptable.

WHAT CAN BE DONE ABOUT SEXUAL HARASSMENT

Institutional Policy

Although sexual harassment probably occurs more frequently on the job, it does sometimes happen in school. Your school should have an official policy on sexual harassment, signed by the top administrator and distributed to faculty, staff, and students. An example of this policy is included in Appendix G: it is excellent because it contains an understandable definition of the problem, explains its illegality, and prescribes effective and practical grievance procedures. If your school does not have such a policy, point out to administrators that it is in their legal self-interest to do so.

With Staff

The distribution of an effective institutional policy statement on sexual harassment is often all that is needed. If you have reason to believe that sexual harassment may be a problem in your school, staff training may be in order. An outsider brought in to conduct the training with the public backing of the top administrator is effective for countering resistance. Your state's sex equity coordinator can provide suggestions (see Appendix C). You might also consider inviting staff to a workshop for women on sexual harassment.

This can be helpful not only in preventing sexual harassment of female students, but also in reducing the tendency of staff to blame the victim for sex-related incidents.

With Women

Dispel Ignorance. Knowledge is the most powerful tool women have to counteract sexual harassment. Studies show that when women ignore it in the hope that it will go away, it continues or intensifies 75% of the time. When they deal with it the first time it occurs or as soon as they understand what is happening, this is often enough to stop it, particularly with men who don't realize their behavior is offensive.

Teach Legal Rights. See Chapter 8.

Desensitize Language. Take the sting out of obscene language. Ask the women to sit in a circle and call out the most insulting, vulgar words they can think of, the louder the better. Keep it up until everyone can say all the words. If a woman is later called one of these names, she'll be able to recall laughing at it with the group.

Practice recognition and response. Ask women in the group (or better yet, role models) to propose incidents they have experienced for role-playing. Practice all forms: ogling, "jokes," comments, propositions, "friendly" pats on the fanny, "good-natured" hugs, and even physical assault. Practice assertive responses: "I don't find that joke funny, and I don't want you to talk that way to me again." "That offends me. Please stop it." "I don't like to be touched. Don't do it again." Immediate, assertive responses such as these put an end to most harassment.

Prepare for escalation. If assertive responses don't end the harassment, there are other steps to take.

- Keep a log. Record each incident on paper (or tape): who, when, where, what was said or done, and witnesses (if any). This is critical, as it constitutes legal proof of sexual harassment should it be needed.
- Send a letter or memo to the harasser, perhaps with a copy to a supervisor or administrator. Specify the offensive behavior in detail (when, where, what) and state that it must be stopped. Keep a copy for your file. This also constitutes legal proof.
- Confront the harasser. Tell him forcefully that you find his behavior degrading and spell out the consequences if he does not stop.
- Humiliate the harasser publicly. Tell him in the presence of others what he has done. (Sometimes threatening to do this is enough.)
- Talk to other women. Many times a harasser will victimize several women, each of whom is too embarrassed to tell others. A group response is powerful.
- Follow each step of the grievance procedure carefully, and note everything in the log. This makes the legal case against the harasser stronger.
- If the school or company grievance procedure does not bring satisfaction, file a complaint with the Equal Employment Opportunities Commission or file a lawsuit.

AND MOST OF ALL

- Get emotional support, either from other women at work or school or from a women's center in the community. Sexual harassment is too heavy a burden to carry alone.

VI. RACISM

In this section we will be concerned with discrimination against black women, the only NTO minority group we have sufficient information about but the largest one in the United States. Many of the points we make can, however, be extended to other minorities. Race discrimination in education and employment is, of course, illegal under several laws described in Chapter 8.

If you want to serve black women in your NTO program, it is important that you understand the cultural factors that have affected them. For example, few black women have had the economic luxury of choosing to be homemakers. In 1973, for example, 54% of black mothers worked for pay while only 31% of white mothers did so. Working has developed in black women a tradition of independence and self-reliance.

As was true in the past, black women still earn less on the job than white men and women and black men. Using the earnings of white males as the standard of comparison, this was the situation in 1976:

	White	Black
Males	100%	75%
Females	59%	56%

It is also important to remember that black women, like any other group of people, are individuals. There are just as many cultural differences, background variations, and levels of motivation and achievement among black women as there are in any other racial group. Given the destructive and divisive effect of racism, your goal should be to promote mutual understanding and solidarity among all women in your program. Particularly if you are not black yourself, we urge you to read the works cited in Appendix H on black women.

In its general sense, racism means an irrational belief in the superiority of one race over another. We use the term here to mean any policies, words, or acts which demean, diminish, or exclude a black woman because of her race, thereby preventing her from entering school or work, or performing to the top of her ability during training or on the job. It is similar to one of the sexual harassment guidelines : "conduct [of a racial nature] that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

Racism can be institutional or individual, deliberate or unintentional. Even when the policies, words, or acts of the institution or individual are subtle or not intended, if their impact results in disproportionately negative consequences to black women they must be perceived as racist in effect.

Racism can be one of the most difficult issues to grapple with. While we have no statistics on the frequency of racial incidents, many of the black NTO women we interviewed or who participated in our field test did say that racism was harder to deal with than sexism. They pointed out that while a white woman can shed her NTO status outside of school or work, black NTO women can be confronted by racism anywhere. They strongly recommended that programs serving black women devise ways to deal with racism openly.

WHAT DOES RACISM FEEL LIKE?

We first interviewed Tara, a graduate of a pre-apprenticeship program, when she was a new bricklayer's apprentice. She told us how important it was to discuss racism openly, as had been done in her NTO program. She felt that the training and counseling she had received gave her strength and determination to complete her three-year apprenticeship, and hoped to go into business for herself one day. At the end of the interview, she said:

> "If this is what the woman wants to do, tell her this. Don't let anyone talk you out of or harass you out of your job.

There's nothing on a construction site a woman can't do. Try a pre-apprenticeship program to get your feet wet. You can always change your mind. But make it your choice! If you have support, you can make it through."

Several months later, however, she had different things to tell us.

"Frankly, I'm giving myself two more months. I'm going to have to re-evaluate the whole idea of a bricklayer's apprenticeship. The racial harassment isn't worth it — I get it from the foreman as well as the laborers.

"Like some other women apprentices, I had to get help to bring pressure to get my first job assignment. Then, it turned out that the union B.A. (Business Agent) and the foreman were my two strongest opponents. I got that assignment, but now it's been pretty tough.

"One day, I went into the shanty where we eat. One of the men was pouring coffee from his thermos. He said to me, 'I like my women like I like my coffee, hot and black.' Things were tough that day as it was. I threw back, 'I like my men cold and dead' — but felt awful. Nothing feels good, neither saying nothing, nor an angry comeback.

"Another day one of the men stopped me with, 'Chocolate women — do you give chocolate milk?'

"One day after the rain the whole site was muddy. When walking crosswalk planks, the rule is you wait or step off if a worker is halfway across. This guy refused to step off, and said, 'The mud is more your color than mine.' At that point, I wouldn't give ground. I was scared, but I kept walking — and he moved out of the way.

"Another day, 'Nigger bitch go home' was drawn in the dust on my car.

"There's only one other woman on the job — a white woman laborer, Lorraine — Yeah — They call her 'Bubbles'. They help her, when she has a load one person can easily handle. When I ask for help, the foreman says, 'You asked for a man's job, didn't you?' Lorraine was carrying three pieces of styrofoam one day and I was given two 75-pound blocks of concrete. One guy ran over to her saying, 'Bubbles, let me give a real woman a hand.' His buddy turned to me, 'Haven't you got those blocks over there yet?' We talked it over one day, Lorraine and I, but she said, 'I'm not here to change the guys. I'm here to find me a good husband.'

"My foreman? He's the one who keeps saying to me, 'You better look out. Women can't lift or do physical labor. You'll catch breast cancer and die.'

"He assigns me all the rotten jobs — and the lousy equipment. One day I was assigned outside in the snow with an old noisy saw. I nearly got deaf. They had no earplugs for me. To keep myself dry, I went home to change into long underwear and rain gear. When I came back, the foreman re-assigned me indoors, where I sweated in all my rain gear — you can't be dressed in any kind of underwear if you're with guys.

"If I had known all this beforehand, I would have prepared myself for psychological warfare. When you have to work eight hours a day, forty hours a week, it's tough. You never, not once, hear, 'That's a good job.' Skilled trade men seem to be a different animal!

"The union? Are you kidding? There are 450 of them — I'm the only woman bricklayer's apprentice. I don't know — maybe I'll psych myself up and go to the meeting next month.

"My real fear now is that they'll trick me into hurting myself permanently. After all, I'm just learning the trade. What do I know? You know who I have to depend on to teach me? Guys like Joe, who told me last week, 'You know, you can be part of this foundation — and it will be an accident!'"

Just as with sexual harassment and tokenism, racism damages women and harms employers' interests. To the extent that racism is in effect a double-barreled dose of these problems, it is all the more devastating -- emotionally and economically -- to black women. Racism must be dealt with openly if it is to be combatted among staff and students. It should also be discussed openly among white NTO women to avoid Lorraine's attitude that "It's not my problem." Solidarity on the race issue among all women, not just blacks, is essential.

WHAT CAN BE DONE ABOUT RACISM

Racism invidiously strips black people of their personhood, their humanity. There are things you can do to reduce it and to strengthen black women's ability to cope with it. The methods are similar to those we have presented in the sections on tokenism and sexual harassment: clustering, staff training, assertiveness training, and support groups.

Preparation

Staff. An NTO program that intends to serve black women should have black women on its staff, either as program coordinator or as counselor, for reasons of effectiveness and credibility. If you foresee any racial problems in your school, it's sensible to set up a school-wide task force in advance with blacks included in the group. Listen carefully to their advice. This is especially important if your school has a history of serving primarily white students. A site director points out:

> "If all the decision-makers are white, black women get the message that the program isn't serious about serving black women. Besides, they must have people they can identify with in leadership positions."

Staff training. If you have any reason to believe racism might be a problem in your school, arrange with an administrator for staff training, preferably by a professional consultant. Include administrators, counselors, developmental studies staff, financial aid personnel, and placement staff as well as instructors. Ask black women to participate in the training to "tell it like it is." Distribute the school's official policy on racial discrimination.

Publicity. Picture blacks in all recruitment materials, including catalogs. Feature black instructors and staff.

Reputation. Your school has a reputation in the black community as hospitable or inhospitable to blacks. Find out about it.

Training

Policy. Inform women of the school's policy on racial discrimination. Review their legal rights, where to get help, and channels to use for grievances (see Chapter 8). Most states also have race discrimination laws, too: find out about your state.

Role models. Make heavy use of black role models.

Clustering. Cluster black women in classes.

Honesty. Address the issue of racism openly in support groups, workshops, and individual counseling.

Role-play racial incidents using assertiveness techniques. This can sometimes be as much of an education for the white women as the black women.

Ronnie Sandler, the coordinator of a pre-apprenticeship program for women in Michigan, told us what happened when she scheduled three group counseling sesssions on racism for the black and white women in NTO training.

"Minority women in NTO have it tough. Some are confronted every day by hostile, racist attitudes. Some don't make it through. We felt the tension ourselves in the training. There were a number of black women in the group and the white women hadn't had much experience relating to blacks. The sessions we had were pretty heavy at times, but they did the trick.

"A lot of unpleasantness came out — undertones, stereotypes, anger, and frustration at the ignorance. Some white women asked questions like, 'How come you all live on welfare and have those big Cadillacs?' Some black women asked asked questions like, 'How come you're always so weak and helpless?' One black woman threatened to 'beat the hell out of that woman if she doesn't shut up.' Another said, 'Why do I have to straighten her out? It's not my job to be training white women. Let them stay to themselves. Who cares?'

"The divisiveness was awful the first time. Some women, black and white, ended up crying. It's hard to hear you're a racist. They called me on it, too. One woman said, 'How come when you talk to black women you always stand with your hands on your hips?' I never realized that. But once I acknowledged it and said, 'Tell me when I do it,' it was the beginning for all of us to take responsibility for helping each other.

"Because we had gotten so much out in the open, the next two sessions went better. For one of them, an assertiveness training session, we called in a black woman consultant from the Urban League. She met separately with the black women. Our counselor met with the other group.

"It was interesting to see the women's assertiveness improve through role playing. One black woman had said at first, "I can do the work, but every day I have to face that racist harassment on the job. One of these days I know I'm going to hit that guy!" The assertiveness training was practice, given in a safe place. During one role play, a black woman said, 'Look, black women have to have higher pay to feed their families, too.' Role playing a scene with a hostile instructor, another said, 'I'm determined to get off welfare. Nothing's going to stop me. Help me learn what I have to know, or move out of the way and I'll teach myself.'

"At the last session, we all got together again. Misconceptions on both sides were brought out and some of the myths gave way. The white women found they could acknowledge their racism and not get bent out of shape, and then get on with the business of doing something about it. Preoccupied with their own problems, like everybody is, they were really surprised to learn that just being white gives them more options. Women said they were first becoming comfortable with people of different lifestyles. That's also important on the job, because the men sure can be different from some of the men they've known.

"There were some rough moments at first, but how much more supportive the women were of each other later in the training and on the job! As one of them told me, 'I remembered how together we were in class. That stayed with me, so now that we're on the job we still talk up for each other.'"

Placement

Clustering. Cluster black women on the job if at all possible.

Publicity. Publicize placements of black women in the media, both within your school and in your community. In this way, they become role models for others. Be sure your school's part in their success is mentioned.

- When the first minority woman was apprenticed in one city, a big public relations campaign was conducted by the Joint Apprenticeship Training Committee: newspaper articles, pictures, TV interviews -- the works. The next year, 40 women became apprentices, many of them minority women.
- One school invited supporters of the black and white women graduates of its NTO program to an annual banquet. Accompanied by media coverage, awards were given to union business agents, employers, and journeyman instructors.

Stand firm. If you meet anti-black resistance from employers, you have the option of refusing to deal with them. (There is information in resistant employers in Chapter 8.)

Support. Hold post-placement support groups (see Chapter 8).

Information. Give black women information about groups that serve them, such as the National Urban League, the NAACP, and the Coalition of Black Trade Union Women.

AND MOST OF ALL

Provide support. Black women need support and solidarity from black and white women. The double bind of racism and sexism is too heavy a burden to carry alone.

EVALUATION

1. Talk to the women and ask them:

   a. Are they having any personal or interpersonal problems, or are they concerned about such problems in the future, that individual or group sessions could help with?

   b. Are the sessions they now have meeting their needs?

2. Distribute a simple questionnaire at the conclusion of each workshop or series, such as this one.

WORKSHOP ON ____

A. Information

a. How clear and understandable was the information?

____ Very ____ Somewhat ____ Not at all

b. How useful was the information to you?

____ Very ____ Somewhat ____ Not at all

c. What information should we include next time? ____________

____

B. Workshop Leader

a. How well informed was the leader?

____ Very ____ Somewhat ____ Not at all

b. How organized was the leader?

____ Very ____ Somewhat ____ Not at all

c. How could the leader improve the presentation next time?

____

C. Did this workshop meet your needs? Why? ______________

____

START-UP CHECKLIST

Have you . . .

... Become informed about the topics in this chapter?

... Made a file on people who can do workshops with or for you (e.g., role models, experts, etc.)?

... Identified existing workshops in your school and community NTO women can attend?

... Figured out alternatives methods for women to meet who can't attend the regularly scheduled support group meetings?

... Identified counselors and instructors who are most supportive of NTO women?

... Devised an evaluation method?

CHAPTER 8: PLACEMENT AND FOLLOWUP

You're into the home stretch now. This chapter offers suggestions on how you can make the job hunting and selection process as successful as possible by means of good employer contacts. It also contains guidelines on followup, recognizing that it is job retention, not placement, that is the true measure of effectiveness for an NTO program.

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Your efforts, as well as those of instructors, counselors, administrators, and other people, are about to pay off. You'll soon have the pleasure of watching women step into good jobs — jobs that pay well and have a solid future -- often for the first time in their lives.

Successful NTO programs readily attribute their success in large measure to extensive and frequent contacts with employers. We cannot stress enough the importance of getting to know the employers in your area and maintaining contact with them, beginning at the groundwork stage. This is a continuing activity, especially as women's readiness for placement varies with the occupational program in which they are enrolled (and sometimes with their pressing economic need for a job before they complete training). So be prepared to spend a significant amount of time out of your office meeting with employers.

I. BUILD ON WHAT YOU HAVE

Placement and followup are hardly revolutionary new activities in your school, so take advantage of resources that already exist to accomplish them. Placement is being done, formally or informally, by any or all of the following:

- Placement Office (Career Services, etc.)
- Instructors
- Counselors
- Advisory Committees
- Former students

Followup is being done, formally or informally, by:

- Research and Evaluation Office
- Placement Office
- Instructors
- Advisory Committees

To avoid duplicating their efforts, find out who does what and work with them.

II. IDENTIFYING JOB OPENINGS

Although NTO women will be responsible for making job interview appointments, submitting resumes, arranging for reference letters, and getting hired - placement, in a word, your help will be needed in finding out about the job openings they can apply for. This section presents ways for you to build on existing job development resources to do this.

From the groundwork you did while planning your program, you already have a list of employers for the occupations you targeted. In addition, instructors and placement personnel are familiar with area employers. Finally, your role models have provided you with some promising job contacts. This section builds on these techniques and adds others.

WORKING WITH SCHOOL PERSONNEL

Instructors who already do placement are probably your best allies, since they are sold on women's ability to do the work well and can communicate to employers their experience and knowledge of the women's skill levels.

Placement personnel and others not as directly involved with the women's progress may need some preparation and orientation. If you have any reason to believe they will be inadequate advocates for NTO women, you'll need to follow some of the suggestions presented in Chapter 3 (see the Section on "Working with Faculty and Staff"). You can enlist the help of supportive instructors, who can invite placement staff to classes to observe the women in training.

Be sure to involve placement personnel (and any others involved in helping students find jobs) early in your program, not just before the first women are due to complete training. Send them memos, have conversations with them, invite them to career exploration events and selected workshops where appropriate, and/or invite them to shops and labs to see NTO in action. Make sure they feel the NTO program is their program, too.

OTHER TECHNIQUES

It's wise to augment the job identification activities conducted by placement personnel, instructors, or whoever does this at your school. It may be illegal but it is nevertheless true that some companies are very resistant to hiring NTO women. Placement staff may be unaware of this, not having placed NTO women before, but it is information you need. An added benefit to augmenting the placement staff's job development efforts is that you will probably discover the existence of previously unknown job openings, which is an advantage for all students.

For information on job leads, contact the following.

- Employers you know (see next section).
- Advisory Committee members.
- Relatives and friends of NTO women.
- Community employer groups, including civic organizations such as the Chamber of Commerce and government-sponsored ones such as the Private Industry Council (PIC).
- Role models.
- Local agencies involved with enforcement of Affirmative Action requirements, who will list your program as a "service provider," or source of NTO women. They pass the information along to out-of-compliance employers. Call the nearest office of the U.S. Deparment of Labor (either the Office of Federal Contract Compliance Programs -- OFCCP -- or the Employment and Training Administration), or its state or local equivalent, to get your program listed. By the way, you can't legally be told which companies are being investigated for lack of compliance. Only those cases that have been settled one way or the other are public information.
- Contact your State Department of Education to find out whether there is an Industry, Education, and Labor liaison official in your state; this person can give you a list of employers seeking NTO women.

As time passes, your job identification effort will diminish: these people will notify you of openings before you have a chance to call them.

III. CONTACTS WITH EMPLOYERS

THE EDUCATION OF EMPLOYERS

If NTO is a new development in your community, you will probably need to educate employers just as you needed to educate women and school staff. Employers may claim:

- The jobs are too strenuous or too dirty.
- Women can't handle dangerous machinery or equipment.
- Men's rough language would offend women.
- Women would be sexually distracting to men.
- There is no bathroom or locker room for women.
- Women won't do their fair share of the work.
- Customers would lose confidence in a company that hires women to do "men's" work.
- Women would miss work frequently

to take care of sick children.
- Women would quit to have babies or to follow their husbands' jobs.
- Women don't have as much career motivation as men.*

It is important to deal with these misconceptions and to counter myths with facts. An employer's negative attitude is quickly communicated to employees, and an undesirable work environment can result.

To accomplish employer education with presidents, personnel directors, affirmative action officers, and/or others, consider the following techniques:

Make presentations to employer groups. Your school probably belongs to various community groups, such as the Chamber of Commerce and other civic organizations.

Offer workshops. With administrators' support, offer workshops or conferences to area employers, supervisors and possibly coworkers on hiring women successfully for NTO jobs. Devote special attention to issues described in Chapters 6 and 7. A workshop model is listed in Appendix H.

General school publicity. Make sure that NTO women are prominently represented in all school publicity materials targeted at employers.

Prepare a brochure and/or a mailing, specifically addressing employers' concerns about women in NTO.

Use your allies. Ask a supportive employer to call a meeting or host a luncheon for his or her counterparts in other companies.

Invite employers to school. Invite them to career exploration events, tours of classrooms where there are NTO women (with instructors' permission), or meetings designed for them. Use current NTO women students and/or working NTO women liberally as role models. Get satisfied NTO employers to speak, too.

Tour the company.

-- Arrange for an industry tour for NTO women. The experience can be just as educational for employers, supervisors, and coworkers.
-- Tour the company yourself. You can also acquire a great deal of useful information to pass on to your NTO women.

These are some of the ways you can educate employers to the desirability and feasibility of women in NTO jobs. Be sure in each contact to stress the two major issues:

1. NTO women want these jobs for the same reasons men do: money, advancement, and challenge.

2. How well the woman works out on the job depends greatly on the quality of leadership provided by the chief executive officer of the company. When this person communicates clear, positive, and constructive expectations to all employees, successful job retention is far more likely.

PERSONAL CONTACTS

Visit Employers

Before you visit employers, ask around to find out what you can about the company: what its labor-short occupations are and its reputation in terms of NTO women. Role models, instructors, advisory committee members, and/or placement personnel should be knowledgeable. When you visit, talk jobs and economics, not social improvement. Contact them by phone, mail, or visit regularly to find out about up-to-date job developments.

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*With thanks to Ellis Associates, Inc., for this list, which is drawn from Expanding Nontraditional Opportunities for Vocational Education Students. See Appendix H for reference.

> "Instead of the usual process of convincing employers to hire our students, I find it's an easier approach to turn the process around. I visit personnel directors and ask them how we, as a community college, can serve their personnel needs, which jobs are unfilled, etc. When they mention areas that our NTO women are training in, I tell them I'll be happy to recruit for them."

In these individual interviews, you'll probably do just as much (or more) educating of employers as you will through the methods discussed in the previous section.

Other job development techniques are indirect but effective. Work-study or co-op placements with local employers can turn out to be permanent jobs after the student has finished her training. Many program coordinators report that inviting employers to the school for a visit to shops and labs and conversations with NTO women often turns today's visitors into tomorrow's hiring agents. (This is another reason for you to start working on placement early).

Cluster Women on the Job

Try hard to encourage employers to hire two or more women rather than just one. Point out that job retention is more assured if NTO women have mutual support and understanding. (Hiring two women to work at opposite ends of the plant won't work.) The section on tokenism in chapter 7 contains the most relevant information; use what you have learned there to bolster your case.

"Free" Job Development

When you have personally met or spoken with employers and kept up your contacts with them at regular intervals, you'll find that they'll begin to come to you with job openings. Employers often call NTO program coordinators to request "another one just like the others you sent." Job development will therefore take less and less of your time as the program continues.

RESISTANT EMPLOYERS

Given the legal penalties for doing so, few employers will tell you outright that they refuse to hire women for NTO jobs. However, there are other ways for them to achieve the same end:

> "I visited one company four or five times to discuss an upgrading program for their female employees. Each time we agreed that they or I would do something before the next meeting, but I still had the feeling I wasn't getting anywhere. An instructor finally told me I was wasting my time: the company is prejudiced against women."

Surface cooperation can cover up a runaround, and you are not likely to have time for this.

Another sort of indirect resistance happens when a company hires NTO women to comply with the law, but then condones or tacitly encourages harassment on the job. Women in this environment naturally quit or are fired, and the company can then say that it tried to get NTO women in good faith, but "they didn't work out," or "they couldn't do the work." You wouldn't want to refer women to this company until it changes its practices.

We agree with the opinion of the site director we quoted above when she says:

> "If there are twenty companies with similar jobs available, why not go after those employers who are really interested in hiring women? I feel it is a waste of time and energy trying to convince one employer of the benefits of hiring women when there are others who don't need convincing."

On the other hand, don't assume that because you haven't made progress with an employer you never will, as another site director exultantly discovered:

> "The best news of the month is that I have placed two women in machine tooling jobs with a local manufacturer. This was particularly satisfying because during my initial visits to this company they lamented that it was impossible to find women who could do this kind of work. Both women are doing extremely well, and should be making about $21,000 after the first nine months. It makes it all worthwhile!"

Find out who the resistant employers are by asking knowledgeable people and going to see for yourself. While some large companies (who are subject to Affirmative Action requirements) may be in this category, it is more often a smaller company (exempt from the requirements) that resists hiring NTO women. Keep in touch with them and invite them to come see for themselves, but don't spend as much time as you do with more promising employers. Make sure they know you're still there and that you won't go away. When they come around, you'll be the first in line.

> "You never know when it's going to pay off — and when it does, you may never know what caused it."

V. HELPING WOMEN PREPARE FOR PLACEMENT

Many women benefit from special preparation for placement. They are less familiar with the placement process for NTO jobs than men would be since they are less familiar with the NTO environment. If their previous jobs have been in low-skill occupations or as homemakers, they may not fully realize how much their training has strengthened their employment position. Finally, they may be apprehensive about resistance to them as women from supervisors and coworkers -- a problem men don't have.

HELPING WOMEN LEARN ABOUT JOBS

> "Six months before she was due to graduate from the two-year electronics technology program, a woman who started her training before we had an NTO program told me she was concerned because she doesn't know what an electronics technician does exactly. I set up a one-day job shadowing situation for her. School is relatively easy for good students, but going out for the job can be tough."

Techniques

To avoid this situation with the women in your program, there are several things you can do to help them learn more about job duties and working environments. The more a woman knows about the jobs, the better her choice will be.

Women will appreciate your help in arranging for any or all of the following:

Industry tours, interviewing for information, and job shadowing were described in Chapter 5. These career exploration techniques are also useful as placement preparation techniques.

> "Some women who sign up for the industry tours have relatively advanced technical training behind them and use the tours as a way to size up a company anonymously."

> "I highly recommend an information interview for women who are not experienced or confident in approaching a job interview. A student calls a personnel department for an information interview. She's not interviewing for a job, but rather seeking information about company expectations, conditions, future growth, etc. This builds confidence in a woman as well as providing her with an opportunity to look into various jobs without feeling anxious."

Role Models. Ask role models working in the same occupational area to describe their jobs in detail: what they do, what the first few weeks were like, what the job conditions and working environment are like, any pointers or tips they have, advantages and disadvantages of their jobs, etc.

Networking. This is a new term for an old-fashioned concept: talking to people to learn what they have to teach you. Women's groups, employment organizations, public agency staff, and male employees at appropriate companies may all have valuable information about the specifics of NTO jobs that women are preparing for. Whenever you meet or learn about people with this kind of knowledge, make a note of them so that you can retrieve the information later when you need it. Ask the women to do the same.

If you or individual women have meetings where you are likely to get information that would benefit other women as well, take along a portable tape recorder. (Ask permission to use it.) The others can hear it later, and you can file it to create a valuable resource for women who enter NTO training next year.

Career Strategy

Women often need to learn to think about careers, as opposed to jobs. Now that they have highly marketable skills, they need to consider jobs not only for what they are now, but for where they will lead.

> "Some women fixate on one company or one job they want, and won't look at any others. They need to be encouraged to open up to other possibilities. Women generally need to learn how to strategize about jobs: what they are worth on the job market so they won't accept positions or salaries below their level of skill, and when it makes sense to take a position below their goal in order to get into a good company where they will move up quickly to their desired job."

As they learn more about NTO jobs using the techniques described above, suggest to women that they find out about:

- Raises and promotions: How soon, how much, how frequent? Cost of living increases, merit raises? Are there performance reviews or other ways to determine promotion readiness?
- Career ladders: What jobs can one be promoted to with experience? How much experience? With further training? How much? In what? Who pays?
- Benefits package: In addition to health insurance, vacations, and so forth, consider training benefit factors such as eligibility criteria, kind of training, any limitations on sources of training, (job-related courses only or degree programs), who pays, etc.
- Other companies in their occupational category: Distinguish

between job hopping and career advancement.

TEACHING LEGAL RIGHTS

Laws can't protect people who don't know the laws exist and therefore don't take advantage of the protection they offer. Teaching women about their legal rights falls into the "just in case" category, like the preparation you offer to deal with tokenism, sexual harassment, and racism. It's a wise preventive step.

Below we summarize the most relevant laws on sex and race discrimination in employment and in training for jobs. Our information is drawn from excellent free publications on legal rights that are available from the Women's Bureau, U.S. Department of Labor; their address is listed in Appendix C. Ideally, give copies to every NTO woman; otherwise, have copies available for them to read.

Discrimination in Employment

Title VII of the Civil Rights Act of 1964

This law prohibits discrimination in employment based on sex and race, as well as color, religion, and national origin. It covers most employers of 15 or more employees, and prohibits discrimination in:

- Hiring and firing.
- Wages and fringe benefits.
- Classifying, referring, assigning, and promoting employees.
- Extending and assigning facilities.
- Training, retraining, and apprenticeships.
- Any other terms, conditions, and privileges of employment.

The Equal Employment Opportunity Commission (EEOC) enforces Title VII. It has issued guidelines which prohibit hiring based on stereotyped characterization of the sexes and classifying jobs as "men's jobs" and "women's jobs." It recently issued guidelines making sexual harassment in the workplace illegal under Title VII (see the section on sexual harassment in Chapter 7).

Women who believe they have been subjected to discrimination that is illegal under Title VII should contact EEOC, U.S. Department of Labor, Washington, DC 20506.

Executive Order 11246, As Amended

This law prohibits discrimination in employment based on sex and race, (as well as color, religion, and national origin) by Federal contractors or subcontractors and on federally assisted construction contracts. It covers employers with Federal contracts or subcontracts of $10,000 or more, and prohibits discrimination in:

- Employment, upgrading, demotion, and transfer.
- Recruitment and recruitment advertising.
- Layoffs.
- All forms of compensation (wages and fringe benefits).
- Selection for training, including apprenticeship.

The Office of Federal Contract Compliance Programs (OFCCP) enforces Executive Order 11246. It requires Federal contractors and subcontractors, including those in construction, to take specific affirmative action steps by setting written goals and timetables for recruiting, hiring, and training women and minorities for jobs to which they have had limited access in the past. OFCCP guidelines prohibit advertising for employees under male and female classifications, basing seniority lists on sex, denying a person a job because of state "protective" labor laws, making distinctions between married and unmarried people of one sex only, and penalizing women for childbearing.

Women who believe they have been subjected to discrimination that is illegal under Executive Order 11246 should contact OFCCP, U.S. Department of Labor, Washington, DC 20210.

Equal Pay Act of 1963

This law prohibits discrimination in pay based on sex. Men and women performing work in the same establishment under similar conditions must receive the same pay if their jobs require equal skill, effort, and responsibility. Differentials in pay are permitted that are based on a seniority or merit system, or a system that links earnings to quantity or quality of production. The law covers most workers in both the public and private sectors, and prohibits discrimination in all employment-related payments:

- Wages and salary
- Overtime
- Uniforms
- Travel
- Retirement and other fringe benefits

Employers may not reduce the wage rate of any employee in order to eliminate illegal wage differentials. The Supreme Court has held that jobs of men and women need only be "substantially equal," not identical, for purposes of comparison under the law.

The Equal Pay Act is enforced by the EEOC. Women who believe they have been subjected to discrimination that is illegal under the Act should contact the EEOC at the address given above.

Discrimination in Training

Title IX of the 1972 Education Amendments

This law prohibits any educational institution receiving Federal financial assistance from discrimination based on sex in:

- Admission to courses of study
- Treatment of students in education programs and activities
- Counseling services and materials
- Financial and employment assistance to students
- Employment of faculty and staff

Title IX is enforced by the Office for Civil Rights, U.S. Department of Education, Washington, DC 20202.

Title VI of the Civil Rights Act of 1964

This law prohibits discrimination against students on the basis of race, color, religion, or national origin in educational programs receiving federal funds. It also requires schools to provide bilingual instruction or other means of assisting students of limited English-speaking ability.

Title VI is enforced by The Office for Civil Rights. The address is given above.

Vocational Education Act of 1976

This law mandates activities to eliminate sex bias, stereotyping, and discrimination in federally funded vocational programs, and requires each state to employ a full-time sex equity coordinator to promote the elimination of sex bias, reduce sex stereotyping, and improve vocational education opportunities for everyone. States are required to use Federal funds for programs serving women and men seeking nontraditional employment, single heads of household who lack adequate job skills, displaced homemakers, and homemakers and part-time workers seeking full-time jobs. They are permitted to use Federal funds for support services, child care, guidance and counseling, and activities to counteract sex bias.

The Office of Vocational and Adult Education (U.S. Department of Education, Washington, DC 20202) oversees implementation of the law.

Comprehensive Employment and Training Act, Reauthorized in 1978

This law prohibits CETA prime sponsors and training providers from discrimination based on sex and race with respect to participation in any CETA-funded activity. Prime sponsors are required to show in their annual plans the specific services planned for groups having special employment difficulties, including displaced homemakers, single parents, people 55 and older, and women. Training programs must contribute to occupational development, upward mobility, and counteracting sex stereotyping (especially by means of NTO activities and programs).

The Act is administered by the Employment and Training Administration, U.S. Department of Labor, Washington, DC 20213.

Other Remedies Come First

Given this summary of legal protection available to NTO women, you can see that some of the problems discussed in Chapter 7 (tokenism, sexual harassment, and racism) are not only unpleasant but illegal. However, hiring a lawyer or filing a complaint with a federal agency is far from the only remedy.

The first remedy open to women is assertive communication and behavior (see the section on assertiveness training in Chapter 7), as well as the specific techniques described in the sections on tokenism, sexual harassment, and racism for dealing with these problems. The second line of defense is making use of institutional grievance procedures.

All institutions -- schools and companies — have grievance procedures. The best of them spell out the prohibited acts, whom to see, what to bring with you, and appeals to higher authority. Others also have grievance procedures, but they may be more informal and therefore harder to discover.

It is important for women to recognize that they must follow the grievance procedures of their school or company if they have a sex or race discrimination complaint. Problems can be resolved this way more cheaply, quickly, and efficiently than by going to the government, the third and ultimate remedy. But they should also know that the law of the United States is behind them if they are discriminated against on the basis of sex or race.

PREPARING WOMEN FOR JOB INTERVIEWS

We assume you will help women with resumes and application forms if they need it. This is largely the same for everyone. If women have NTO-related experience they have obtained informally, such as through hobbies, helping out family members, volunteer activities, and the like, you might want to help them include this experience on their resumes in a way that emphasizes the skill level rather than the informal way the skills were obtained. A functional resume does this; there are many excellent books that show you how to create one, and your placement people will know about them.

Start interview and placement preparation early, well before women are ready for job-hunting. They need to enter the placement phase with solid knowledge of the job scene: the companies, the working conditions, the pay scale, etc. Role models and industry personnel representatives are very helpful in telling women what to expect and what interviewers look for. Invite them to support group sessions.

Women also need to develop good interviewing skills, especially in the light of sandtraps their status as NTO women can create.

Discriminatory Interview Questions

Some questions are obviously illegal: hair and eye color (race), maiden name (national origin), etc. Others are illegal in that they are not asked of both sexes, thereby creating an extra barrier to being hired for one sex.

Questions in the second category include these, which few employers ask of men:

- Do you have young children?
- How will you handle child care?
- Who will take your children to doctor's appointments? Who will take care of them when they are sick?
- What is your credit history? Do you own or rent your home? Do you own a car?
- Are you married? Have you ever been married?
- Do you plan to have (more) children?
- Is relocation a possibility in your husband's job?*

Despite the illegality, few women will want to risk an indignant refusal to answer. Diplomacy is called for, best practiced in repeated role plays in support groups or special sessions that emphasize assertiveness. Role models are enormously valuable for this.

The basic response strategy is to answer the question with dignity and bring the interview back to a focus on the job. Here are examples.

"What are your child care plans?" "I would of course need child care for any job, not just this one. It is all taken care of." (Make sure it is, or will be by the time work starts!)

"Do you plan to have children?" "I don't think whether I have children or not would have an effect on how well I do my job."

"Is it all right with your husband if you take this job?" "We have of course discussed it. I am fully qualified for the job as you have described it."

Objectionable Interview Comments

Then again, the interviewer may make comments implying that a woman can't, or shouldn't want to, do the job. For example:

- You wouldn't feel right about working in a man's job.
- I need someone I can count on -- women are absent a lot from the job.
- Women do better in clerical jobs.
- It's dirty, noisy work — just not suited for a nice girl.
- You'll just work until you get married.
- Women take good jobs away from breadwinners.
- Our men won't work for a woman supervisor.
- My customers will complain.
- The union won't let me hire you.
- The men's wives will complain.
- Women don't really want responsibility.
- Such a pretty girl will distract the men from concentrating.*

Role models may be able to provide other examples as well. Here, the basic response strategy is to emphasize ability, willingness, and qualifications to do the job:

"Women do better in clerical jobs." "I'm sure that women who have clerical skills do, but I have had excellent training in ..."

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*Some of these questions are drawn from Industrial Orientation by Leslie Rasor and Valerie Brooks. See full reference in Appendix H.

*This list was developed by Barbara Felton and Sandra Code for the Technical Assistance Guide. See Appendix H for full reference.

Practice is needed to overcome a natural tendency to speechless amazement. It helps women learn how not to rise to the bait and turn the comments to their advantage. For example: "I am more prepared than most new employees for the overtime problems you are talking about (travel, shift work, etc.) because I have had the advantage of an NTO program. I am therefore aware of these job conditions and have been able to prepare for them in advance."

Many NTO women report that their job interviews are conducted with absolute fairness and respect, so this kind of preparation falls into the "just in case" category. If a woman does meet with an extremely uncomfortable level of illegal questions and offensive comments, she might do well to reflect on what it says about the atmosphere at this company and question whether she wants to work there. Or, she might ask to meet the person who would be her supervisor, since she wouldn't have much contact with the personnel department once she is hired.

A field test site director told us that the job interview process became educational for the company:

> "One of our Advisory Committee members is the Personnel Director of our largest local employer. Because of her familiarity with our program, she wants to meet individually with women after the test and interview to learn their reaction to the process. She is interested in criticism that will help her alter the procedures to be more responsive to women."

WHEN PLACEMENTS ARE SLOW IN COMING

Job-ready women are rarely placed at the same time. Those who are temporarily left behind know this with their heads, but in their hearts they feel bad. It adds to the already high stress level at placement time.

If help is called for, you can do these things:

* Hold a workshop on stress and anxiety reduction. Teach relaxation techniques.
* Ask women who have found jobs to come back for a visit. Ask them to talk about what the waiting time was like for them and how they feel now. If women have developed warm, close relationships with each other in a support group during training, this will be a powerful morale booster.
* Remind them of the hiring cycle. Being the right person at the right time is no fiction. Encourage them to re-apply to places that have turned them down because there were no openings then.
* Emphasize the reality that it simply takes time to find a job, even in the best of economic times. Caution the women against misinterpreting the delay to mean they are not qualified or worthy.

For some women, however, the wait can be longer than normal. You need to find out why.

Is her skill level adequate? Ask her instructors. If it isn't, explore the possibility of her taking an additional course or two, or spending extra time in the shop or lab.

Is she applying to the right places? Ask her what companies she's applied to and what jobs she's applied for. Check the information with her instructors or the placement office to make sure her choices are realistic. If they aren't, help her map out a better strategy.

Is she interviewing well? Ask her about her interviews and whether she has any interviewing problems you could help her with. If she can't identify any, ask her for permission to call employers who have interviewed her to find out what the trouble is:

- -- No jobs were available. Tell her to re-apply.
- -- She conducted herself poorly. Work with her to correct the problem.
- -- You sense that the interviewer was opposed to NTO women. Identify more promising companies for her to apply to.
- -- She was offered the job but didn't take it. Explore with her whether the job was undesirable; if so, suggest better job options or remind her that beginners often get the less desirable asssignments. Explore with her whether she's too apprehensive to accept any NTO job; if so, personal counseling is in order.

WHEN PLACEMENTS ARE PREMATURE

Some women take jobs before their training is finished. Financial pressures may make it impossible to stay in school and out of the labor market any longer, even with the best financial aid your school can offer. On the other hand, employers sometimes raid training programs: perhaps they have such a severe labor shortage that they prefer to complete training themselves rather than wait, or they are under strong Affirmative Action pressure and need to hire women right now.

Premature placements are therefore not necessarily a problem. It's a good idea, though, to discuss the implications and consequences of a woman's choice with her.

- * If she is going into a lower-level NTO job, how does this step affect her advancement prospects? Will her employer pay to complete her training? Will there be further training at work? By accepting this job, is she putting a low ceiling on her future?
- * If she is going into a job that is unrelated to the training she began, does she want to complete it later? If so, how, when, and with what money? What are her plans? Can she keep her hand in by taking an evening course in the meantime?

V. FOLLOWUP

ADVANTAGES

The whole point of an NTO program is good NTO jobs for women, and followup lets you know if your goal is being achieved. Placement is not a sufficient measure of success. If at all possible, time and staff should be allotted for followup.

Contrary to popular belief, followup has many more advantages than just finding out how many of your NTO women are working. Regular contact with NTO women who are working brings you:

- * New role models.
- * A job lead network.
- * The best information you can get on what improvements are needed in your program.
- * Better job retention for the women.
- * Proof of your effectiveness and success.

Regular contact with employers of NTO women brings you:

- * Information about new job openings.
- * Better job retention.
- * Employers for career exploration events and workshops.
- * Good will, which can mean word-of-mouth publicity about your program to other employers, donations, co-op job arrangements, and more.

In many cases, your followup contacts will bring you repeated good news. NTO employees often speak about their new sense of independence, both financial and personal, and their expanded sense of self-worth. It's important for you to hear this -- it's why you started your program and worked so hard at it. You've earned it!

Sometimes, however, they may tell you about problems. You need to listen especially carefully: you might be able to help resolve them before they escalate. And any mention of a problem is a signal that your program might need improvement. You may want to reread the interviews with Roberta and Tara in the sections on sexual harassment and racism (Chapter 7), and ask yourself: "If one of the women in my program told me this, what would I do to try to help her? How would I change my program to prepare women better for these problems?"

WHAT'S WRONG WITH ORDINARY FOLLOWUP?

School-wide Followup

All publicly funded vocational-technical schools do followup on their graduates. This often means that a questionnaire is sent out periodically with such general questions as: Where are you working now? What is your salary? Your position? How satisfied are you with the training you received here?

There are two problems with following up NTO women with general-purpose questionnaires:

1. As should be clear by now, the job problems NTO women may have are more likely to be caused by their status as women than by any deficiency in their ability or training. Questionnaires that apply to all graduates may not discover this sort of information.
2. Few schools track down those graduates who do not return questionnaires. NTO women who have had a bad job experience may be less inclined to fill out the questionnaire. (This problem affects other graduates as well.)

Many schools send questionnaires to employers as well, asking how satisfied they are with the employee's training and job performance. If there are problems such as those described in Chapters 6 and 7, an employer may be misinterpreting what is happening and drawing wrong conclusions. This kind of followup information is misleading.

Some schools call graduates and employers on the telephone. This method, which requires substantial staff time, is much better for NTO purposes. A conversation enables an NTO woman to describe the specifics of her job experience in a way that she might not on a questionnaire. An interviewer who is knowledgeable about NTO may be able to ask the right questions, too. But often the information doesn't reach the NTO program coordinator, who is the person best placed to act on it.

NTO Program Followup

Most voc-tech NTO program coordinators try to do followup; they realize better than anyone else how important it is for NTO women. But they usually lack the staff, time, and money to do it thoroughly.

Thus, many of them do it superficially. They encourage women to keep in touch, and some do by telephone or by dropping in for a visit. They keep track of some NTO women by asking them to come in as role models. Some coordinators schedule a reunion once a year and talk to the women who come to it.

Despite the good intentions, this method is fundamentally flawed. Human nature being what it is, women with positive job experiences are likely to want to share their sense of success. Women who have had problems may feel they have failed, which is hard to admit publicly. They may think they have let the coordinator down by not doing well, and don't want to hurt his or her feelings.

So catch-as-catch-can followup can stack the deck in favor of women with good news to report. This way you might not learn about the problems of women who haven't done so well. If so, you won't know how to help next year's women prepare for or prevent the problems. You also won't be able to do anything to help this year's women resolve their job problems. If Roberta had had help, she might not have been forced to quit over the sexual harassment she met at work. Tara might have completed her apprenticeship without undergoing "psychological warfare" caused by racism. (See Chapter 7.)

GOOD NTO FOLLOWUP

Recognizing that good followup is difficult to do, we are setting out here several options for you to consider. Assess your current resources (money, staff, and time) to see if you can adopt some of these methods. Consider obtaining additional resources to conduct followup by other methods. All of them, however, require good records of the NTO woman's --

- Company.
- Job title and department or division.
- Supervisor's name, title, and phone number.
- Phone number at work, whether she can be called at work, and home phone number.

Following Up Women

You want to find out three things:

- The basics: her current position and salary.
- Whether she is having problems on the job: if so, what are they? What can you do to help?
- Her recommendations, in light of her experience, for improving training or services provided by the NTO program.

What to do:

Create and mail a questionnaire, based on the services you provided and the job problems they might conceivably meet. (You might want to use topics covered in Chapters 6 and 7 as a guide.) Include a stamped, self-addressed envelope. Call anyone who doesn't respond by the date you set in your cover letter. Call everyone who reports problems and wants help.

Call each woman during her first week at work, a few weeks thereafter, and every few months thereafter for the first year. Call every year after that up to three or five years. Offer help with problems women tell you about.

Arrange meetings. These might be monthly support group meetings, potluck suppers, workshops on topics that are newly relevant to working NTO women, or periodic reunions. Emphasize to women before they scatter on jobs that these meetings are for all of them, and that one of their purposes is to help out those who might be having problems at work. Send out notices and remind women by mail or phone just before the meeting. Call the women who don't attend to ask if everything is okay.

The help you offer with problems can be in these forms:

- Individual counseling with you.
- Putting them in touch with someone who has already confronted a similar problem.
- Arranging for a support group meeting.

- Offering to contact the employer or supervisor on behalf of the women.
- Inviting women to attend workshops on assertiveness training or on their problem areas with this year's NTO women students.
- Recommending social service agencies, including legal help.

Few NTO coordinators come to their jobs with personal NTO job experience. You need to rely on your program women to find out about the NTO experience in the workplace. Based on their feedback, you may decide to drop some services that are not needed, or to add others that are. It is only in this way that your program can be most responsive to the needs of NTO women.

Following Up Employers

It is important to keep in touch with employers to find out:

- The employer's opinion of the NTO woman's job performance.
- Whether there are any problems, and whether you can help resolve them.
- What program improvements are needed.

Your own knowledge of the companies involved will tell you whether it is better to contact the president, the personnel director, or the supervisor of the NTO woman. In a sense, all three are important — the supervisor for immediate knowledge of the woman's job performance, the personnel director for news of job openings, and the president for "good will" benefits. The ideal situation is to keep in touch with all three; do what you can.

When an NTO woman is hired, offer your assistance should it be needed. Many employers find this a good insurance policy in case trouble should develop. Consider offering a preemployment workshop on the NTO experience to supervisors and coworkers, if the employer agrees and if it seems advisable.

Methods for keeping in touch with employers are these:

- Telephone calls.
- Questionnaires and letters.
- Visits to the company.
- Invitations to a meeting at school.

Remember to ask employers who are especially pleased about their NTO employees to visit the program and talk with next year's NTO women.

WORKING WITH YOUR FOLLOWUP OFFICE

Ideally, good followup for NTO women (and every other special student group) should be carried out as part of your school's regular procedures. You may not be able to work this out the first time around, but think of it as something to attend to once your program is well established. In this way, you and the followup office (or the placement office, or planning and evaluation, or research, depending on your school) won't be tripping over each other, and your time will be free for other things.

Make sure you first understand thoroughly the procedures that are normally used for followup for your school's graduates (frequency, method, etc.).

Ask for a meeting with the director of the office responsible for followup. Describe the information needed in the case of NTO women and _why_ it is needed. (You might suggest that the situation is also true for other groups with special job problems: minorities, bilingual students, the handicapped, etc.) Explore methods for adapting current followup procedures to meet the needs of NTO women more effectively:

- Adapting the current questionnaires.

- Adding an additional questionnaire for NTO women and employers.
- Giving telephone interviewers a list of questions to ask of NTO women and employers.
- Devising ways for you to learn of the results of the followup information collected.

EVALUATION

EVALUATION OF PLACEMENT-RELATED SERVICES

By means of individual conversations, group discussions, or questionnaires, ask women how satisfied they were with:

- Companies to apply to: were the suggestions appropriate?
- Their knowledge of jobs, conditions, environments.
- Preparedness for the interview and the application process.
- Preparedness for working in an NTO job: skill level, attitudinal preparation.

Ask them during the placement process and again a month or so after they start work for a retrospective viewpoint.

FOLLOWUP

In addition to the usual questions asked of voc-tech graduates, ask these by means of a questionnaire (as below) or individual conversations.

1. How well did your job training prepare you for your work?
2. How satisfied are you with your relations with your coworkers?
3. How satisfied are you with your relations with your supervisors?
4. Have you had any of the following problems?

	Have you had this problem?		Do you still have this problem?		Do you want help with this problem?	
	1 Yes	2 No	3 Yes	4 No	5 Yes	6 No
a. Isolation	___	___	___	___	___	___
b. Teasing, baiting	___	___	___	___	___	___
c. Not taken seriously	___	___	___	___	___	___
d. Sexual harassment:						
Verbal	___	___	___	___	___	___
Physical	___	___	___	___	___	___
e. Racism	___	___	___	___	___	___
f. Family problems due to job	___	___	___	___	___	___

If you have checked anything in Column 5, please give a phone number and the hours we can call you.

5. Based on your job experiences, how would you change the program services you received? Would you drop or add any?

6. Based on your job experiences, would you change the job training you received?

START-UP CHECKLIST

Have you ...

... Kept in touch with employers about job openings?

... Kept in touch with role models and women's organizations about job openings?

... Talked to role models and employers about the interview experience?

... Obtained copies of materials on job rights for women?

... Discussed placement readiness with women during training?

... Publicized your placement assistance?

... Kept contact records on women who have been placed?

... Devised an evaluation method?

We'll let the people who know best tell you what they made with nuts and bolts. We think you'll agree that the results are well worth it.

A Counselor:
"The program brought people together who never would have talked before. Instead of 'it can't happen here,' it became 'how can we make it happen here.'"

A Site Director:
"The mere fact that 145 women enrolled in the career exploration course opened everyone's eyes to the needs of women and the community. Success spoke loudly. The size of the classes and the number of new classes that had to be formed were an affirmation of where the future is for women."

An Administrator:
"Among the faculty, I think the program's brought a heightened awareness of change. We can't be stagnant -- change is going to occur. The important thing is not to be afraid of it, but to work with it."

An Instructor:
"Be prepared to answer a lot of questions -- these women really want to learn. They've made me a better teacher, too."

The last word belongs to women. In interviews and conversations, they told us how they felt about themselves as NTO women.

A Laborer:
"I've learned that if you want to do something, you can make up your mind and just do it. The first time I held a jackhammer, I thought it would run away with me. I'm still here."

A Cement-Truck Driver:
"My daughter thinks it's neat. She wants to be a cement-truck driver like her mommy."

A Welder:
"I'm happier. I have more money to spend now, and I never did before."

A Metal Craft Worker:
"I have a more positive attitude toward my husband. I have more sympathy for him now after talking with the guys on the job."

An Electronics Servicing Technician:
"When I was married, I led a very sheltered life. It's not that I drink and swear now -- I don't -- but I've grown up an awful lot. I've found out there's a whole world out there. Even though I'm a woman, I've learned I'm as good as men are. I'm out on my own now. I never thought I could do men's work, but I needed money so bad I did it, and I'm so glad I did."

An Avionics Technician:
"I feel more useful now. I don't feel there's a role I have to play any more. I went into this for the money -- I have kids to support -- but you can't put a price on what I've got."

A Truck Driver:
"I'm not a feminist, but I'm as capable on the job as any guy, so I deserve the job as much as he does. I'm much more independent now, and since I'm divorced that's important. It feels so good to know that I don't need to rely on anyone to support me and my kids. I feel like I'm somebody now, like I'm good for something. I have a lot to look forward to, and I don't mean money, either, although I'll have that. I mean self-respect."

Appendix A

DESCRIPTION OF THE FIELD TEST NTO PROGRAMS

ALTOONA AREA VOCATIONAL-TECHNICAL SCHOOL
1500 4th Avenue
Altoona, Pennsylvania 16603
814/946-8455
Robert Walker, Site Director
Edith Walker, Administrative Director

This school provides vocational education to high school students and adults. Altoona's was the only field test program to be supported by CETA funds, and it began a little earlier and ended a little later than our formal field test. Staff consisted of the site director, five instructors for the exploratory phase, and one counselor. One hundred women were screened, 60 were selected for training, 44 completed the program, and 18 were placed in NTO jobs within three months in an area with a 12% unemployment rate. Stipends were paid to trainees. Personal counseling was provided throughout the program.

- Phase I, five weeks: The exploratory period, with women spending a week in the shops and labs of each of five broad occupational clusters.
- Phase II, one month: Occupational counseling, refresher math, blueprint reading, physical fitness, and women's issues.
- Phase III, four months: Intensive training in each woman's chosen occupational area, with continued occupational and personal counseling.
- Phase IV, two weeks: Observation and participation in local industry.
- Phase V, three and a half months: Intensive occupational training, followed by placement.

The CETA prime sponsor has refunded the program for another cycle. The Altoona Women's Outreach Project has been selected by the State of Pennsylvania and the Region III Office of the U.S. Department of Education as the best in their respective areas to prepare women for nontraditional employment. The program is one of three nationally nominated for the U.S. Secretary of Education Award of Recognition as an exemplary vocational program, the only women's program to be nominated.

BROWARD COMMUNITY COLLEGE
225 East Las Olas Boulevard
Fort Lauderdale, Florida 33301
305/475-6500
Leslie Delman, Site Director

This school has three campuses and a fourth administrative building located throughout the county, making logistics for the schoolwide NTO program a challenge. The program concentrated on enrolling women in electronics, computers, engineering, aviation, and transportation, since these were identified as male-intensive and leading to high-demand jobs as determined by a preliminary job market survey conducted by the site director.

One focus of the program was on-campus enrollment. The site director used publicity aggressively: newspaper, radio, television, and frequent speaking engagements. She organized a five-part career exploration workshop, where four sessions were conducted by instructors and role models in the evening's occupational area, and the fifth was on women's issues in relation to nontraditional employment. Over 150 women signed up for the non-credit course, making it the most popular ever sponsored by BCC's Women's Centers. Using these methods and extensive individual counseling by the site director, 160 women enrolled in NTO training. Support services on math anxiety, stress, and assertiveness were available through the Women's Centers. The site director worked with instructors individually to create awareness of women's instructional needs. The NTO program is now integrated into the Women's Center services on each of the campuses.

The other focus was arranging upgrading courses with local employers for current employees in low-level jobs, most of whom were women. Targeting companies with a shortage of skilled technical workers, the site director organized company-paid electronics and data processing courses with four employers. The courses were taught by BCC instructors at the companies. In doing so, she pioneered an innovation: bringing the registration process to the company rather than the more traditional method of bringing the students to the registration office. Sixty women enrolled in these upgrading courses.

NORTHERN ESSEX COMMUNITY COLLEGE
100 Elliott Street
Haverhill, Massachusetts 01830
617/374-0721
Mary Jane Gillespie, Site Director

Much of the effort of this field test program was directed toward increasing women's awareness of nontraditional occupation options, with a focus on careers in electronics and computers to meet the labor needs of the numerous high technology companies in the area. The site director organized panels of role models, industry tours, open house events, and an eight-session non-credit course on technical careers and technical writing. Much use was made of print media, including newspapers and an illustrated newsletter written by the site director. The NTO programs enrolled 39 women in electronics and computer occupational programs.

The site director conducted an informational workshop for faculty and staff early in the field test, and out of this workshop came the impetus for an on-campus coordinating committee, chaired by the site director, with counselors, instructors, and administrators as members. Meeting bi-weekly, the committee identified math as one area greatly in need of attention. This committee enabled a cross-section of faculty and staff from different areas in the college to meet regularly to discuss problems and to brainstorm solutions, workshop topics, funding sources, and resources.

TRIDENT TECHNICAL COLLEGE
P.O. BOX 10367
Charleston, South Carolina 29411
803/572-6111
Susan Duchon, Site Director

The only field test site to have a previous NTO program, Trident Tech focused on black women, since they had not been successfully reached before. Early on, the site director identified a lack of transportation as a major barrier. Most of the women lived in downtown Charleston or in outlying rural areas, while the NTO programs were located at a campus several miles away. Few women had cars, and public transportation was inadequate. Past attempts had been made to remedy the situation, but the problem seemed insurmountable. The site director repeatedly raised the issue with upper-level administrators and gathered suppport from other staff members. With the commitment of the school's president, the transportation problem has now been solved by means of a shuttle bus.

Another major problem was that women, frequently "bottlenecked" in developmental studies courses, rarely considered NTO as an option. Some of the traditionally female programs they were preparing for had stringent entry requirements and others had a limited number of openings. The site director eased the problem by improving communication and coordination between the downtown campus developmental studies program and NTO instructors at the North campus.

The program concentrated on in-house recruiting, using presentations to developmental studies classes, a widely publicized Technology Discovery Week, role model panels, and hands-on tryouts. Additionally, an active support group was set up for the potential and enrolled NTO women.

Thirty-one black women enrolled in NTO training in industrial and engineering technology, an increase of 86% over the previous year.

WAUKESHA COUNTY TECHNICAL INSTITUTE
800 Main Street
Pewaukee, Wisconsin 53072
414/548-5578
Judy A. Trombley, Site Director

The Women's Development Center at this school had been focusing on NTO for several years before the field test program began, but staff members were not satisfied with the results. "Think Non-Traditional" (TNT) targeted occupations which the site director had identified as labor-short in her labor market survey at the beginning of the program. The program featured several series of exploratory workshops, which included role model panels, hands-on tryouts, and industry tours. Registration for the non-credit course was limited to 22 to ensure a close, supportive atmosphere for the women. At the conclusion of the series, the site director held individual exit interviews to provide occupational counseling and arrange for needed support services.

Extensive support services were provided: a support group, counseling, workshops, and improved coordination with the developmental studies department. A notable aspect of this program was the full participation and cooperation of instructors, academic and occupational counselors, and other staff, which the site director achieved informally through frequent meetings and conversations.

Thirty-two women, out of the 85 who took the TNT courses, enrolled in drafting, electronics, office equipment repair, and appliance servicing. Four other women were placed in NTO jobs, and two others were accepted for apprenticeships.

Appendix B

COMMUNITY RESOURCES

This is a multi-purpose list. Use it to jog your memory for organizations and people in your community that can be helpful for any of the following:

- Program planning: groundwork and planning assistance
- Advisory committee membership
- Outreach: referral sources, poster and brochure locations
- Employer contacts
- Allies and goodwill

Social Service Organizations and Public Places

AFDC office
Al-Anon
American Bar Association, local chapter
American Medical Association, local chapter
Beauty parlors
Child care referral bureau
Churches and synagogues
Community centers
Divorce counseling service
Family counseling service
Family Court
Health clinics, medical and mental
Housing Authority, housing projects
Legal Aid Society, lawyers
Minority and ethnic group organizations
Parents Without Partners
Rape crisis center
Schools and their parent organizations: day care, nursery, public
Shopping centers
Singles' groups
Supermarkets and grocery stores
Tenants' organization
Welfare rights organization

Employment-Related Organizations

CETA: prime sponsor, local training subcontractors, Private Industry Council (PIC Council)
Chamber of Commerce
Job Service office (Department of Employment Security)
Job training groups: Urban League LEAP programs (some have a "women's component"), AFL-CIO Human Resources Development Institute (HRDI) programs, Opportunity Industrial Centers (OIC), Recruitment and Training Programs (RTP)
Kiwanis Club
Lions Club
Rotary Club
Unions: business agents or shop stewards, Bureau of Apprenticeship and Training (BAT), Joint Apprenticeship Committee (JAC)
WIN

Government

City council
Commission Against Discrimination
Human Rights Commission
Mayor
Representatives of local, county, or state agencies
State senator or representative

Women's Groups

Career counseling programs for women
Commission on the Status of Women
Community advocacy groups
Displaced homemakers programs
League of Women Voters
National Organization for Women
Wider Opportunities for Women
Women's centers
YWCA or YWHA

APPENDIX C

NATIONAL AGENCY AND ORGANIZATION RESOURCES

This appendix contains lists of several types of national resources: vocational education sex equity coordinators, U.S. Department of Labor Women's Bureau offices, sex desegregation assistance centers, and groups that can provide help with various aspects of an NTO program.

Vocational Education Sex Equity Coordinators

The Vocational Education Act of 1976 (Public Law 94-482) requires states to employ a full-time person whose responsibility it is to reduce sex bias and sex stereotyping in secondary and postsecondary vocational education. Sex equity coordinators are therefore your best source of information on what is happening in NTO in your state. They can put you in touch with knowledgeable people, recommend or provide resource materials and audiovisuals, and suggest trainers and training materials.

ALABAMA: Ann Turnham Smith, Sup., Sex Role Stereotyping, Div. of Voc. Ed., State Dept. of Ed., Montgomery 36130. 205/832-5776
ALASKA: Harvey Cromett, Sex Eq. Advisor, Pouch F - Alaska Office Bldg., Juneau 99801. 907/486-2980
ARIZONA: Vacant, Specialist, Sex Stereotyping, State Dept. of Ed., Voc. Ed. Div., 1535 W. Jefferson St., Phoenix 85007. 602/255-5357
ARKANSAS: Janice Gresham, Prog. Mgr., Voc. Eq. Progs., VTE, State Dept. of Ed., Ed. Bldg., Rm. 409D, Little Rock 72201. 501/371-2974
CALIFORNIA: Connie Gipson, Consultant, State Dept. of Ed., Voc. Ed., 721 Capitol Mall, 4th Flr., Sacramento 95814. 916/445-5079
COLORADO: Carol Vote, Acting Sup., Sex Eq., Div. of Occ. Ed., State Bd. for Comm. Colls., Centennial Bldg., 1313 Sherman Av., Denver 80203. 303/866-3013
CONNECTICUT: Carole Aiken, Consultant, Sex Eq., Div. of Voc. Ed., State Dept. of Ed., Box 2219, Hartford 06115. 203/566-3430
DELAWARE: Carol O'Neill Mayhew, Coord., Sex Eq. Prog., State Dept. of Ed., Dover 19901. 302/736-4681
DISTRICT OF COLUMBIA: Eunice Wright-Jones, Sex. Eq. Coord., Div. of Voc. Ed., Presidential Bldg., 415 12th St. NW, Wash. DC 20004. 202/724-4218
FLORIDA: Charlotte Carney-Gore, Voc. Ed. Eq. Coord., Div. of Voc-Tech Ed., State Dept. of Ed., Knott Bldg., Tallahassee 32304. 904/488-7695
GEORGIA: Loydia Webber, Coord. for Voc. Eq., Office of Voc. Eq., 237 State Office Bldg., State Dept. of Ed., Atlanta 30334. 404/656-6721
HAWAII: Barbara White, Coord. of Spec. Servs., Univ. of Hawaii, Office of State Dir. of Voc. Ed., 2327 Dole St., Bachman Hall, Honolulu 96822 806/948-7461
IDAHO: Lianne McAllister, Voc. Ed. Eq. Coord., State Dept of Ed., Len B. Jordan Bldg., 650 W. State St., Boise 83720. 208/334-3271
ILLINOIS: Jane Adair, Sex Eq. Admstr., Adult Voc. & Tech. Ed., IL Office of Ed., DAVTE E-439, 100 N. 1st St., Springfield 62777. 217/782-7823
INDIANA: Vacant, State Coord. for Reduction of Sex Bias, State Bd. of Voc-Tech Ed., 401 Illinois Bldg., 17 W. Market St., Indianapolis 46204 317/232-1810
IOWA: Beverly Gillette, Sex Eq. Coord., State Dept. of Ed., Grimes State Office Bldg., Des Moines 50319. 515/281-8584
KANSAS: Corena Mook, Prog. Spec., Voc. Eq., State Dept. of Ed., 120 E. 10th St., Topeka 66612. 913/296-2091
KENTUCKY: Betty Tipton, Dir., Equal Voc. Oppty., State Dept. of Ed., Capitol Plaza Towers, Rm. 2031, Frankfort 40601. 502/564-2896
LOUISIANA: Joy Joseph, Coord., Sex Eq. Progs., Div. of Voc. Progs., State Dept. of Ed., PO Box 44064, Baton Rouge 70804. 504/342-3522
MAINE: Edward Maroon, Affirm. Action Officer, Voc. Ed., Dept. of Ed. & Cultural Servs., State Dept. of Ed., Augusta 04330. 207/289-2796
MARYLAND: Jill Moss Greenberg, Coord., Voc. Ed. Div. State Dept. of Ed., 250 W. Baltimore St., Baltimore 21201. 301/659-2566
MASSACHUSETTS: Kathleen Atkinson, Actg. Sex. Eq. Coord., Div. of Occ. Ed., State Dept. of Ed., 31 St. James Ave., Boston 02116. 617/727-8140
MICHIGAN: Sara Lincoln, Voc. Ed. Eq. Coord., Voc-Tech Ed. Servs., State Dept. of Ed., PO Box 30009, Lansing 48909. 517/373-3370
MINNESOTA: Donna Boben, Coord. for Expanded Career Choices, State Dept. of Ed., Capitol Sq. Bldg., St. Paul 55101. 612/296-1866
MISSISSIPPI: Shirley Haggard, Prog. Offr., State Dept. of Ed., PO Box 771, Jackson 39205. 601/354-6805
MISSOURI: Georganna Hargadine, Voc. Ed. Eq. Coord., State Dept. of Ed., PO Box 480, Jefferson City 65101. 314/751-3872
MONTANA: Sally Moore, Consultant, Human Potential Devt., Office of Public Instr., State Capitol, Helena 59601. 406/449-2087
NEBRASKA: Marge Hatheway, Dir., Equal Ed. Oppty. in Voc. Ed., State Dept. of Ed., 301 Centennial Mall S., Lincoln 68509. 402/471-2441
NEVADA: Vacant, Dir., Elim. of Sex Bias & Sex Stereot., Voc. Ed. State Dept. of Ed., 400 W. King St., Carson City 89701. 702/885-5700
NEW HAMPSHIRE: Nishma Duffy, Consultant in Equal Access Ed., Div. of Voc-Tech Ed., State Dept. of Ed., 105 Loudon Rd., Concord 03301. 603/271-2387
NEW JERSEY: Jacqueline Walker, Dir., Office for Women in Equal Access, Voc. Ed., State Dept. of Ed., 225 W. State St., Trenton 08625. 609/292-2212

NEW MEXICO: Janice Hightower, Coord., Equal Voc. Oppty. Prog., Voc. Ed. Div., State Ed. Bldg., Santa Fe 87503. 505/827-3151
NEW YORK: Mary Ann Etu, Eq. Coord., State Dept. of Ed., Twin Towers, Rm. 1624, Albany 12224. 518/473-7892
NORTH CAROLINA: Gary Ridout, Consultant for Sex Eq. in Voc. Ed., Div. of Equal Ed., Ed'al Bldg., Raleigh 27611. 919/733-7048
NORTH DAKOTA: Nancy Thorndal, Coord., Ed. Eq. in Voc. Ed., State Bd. for Voc. Ed., 900 E. Boulevard Ave., Bismarck 58501. 701/224-2678
OHIO: Nancy Smith Evans, Supr. of Prog. Eq., Div. of Voc. Ed., State Office Bldg., 65 S. Front St., Columbus 43215. 614/466-3430
OKLAHOMA: Candy Grey, Dir., Ed. Eq. Servs., State Dept. of Voc-Tech Ed., 1515 W. 6th Ave., Stillwater 74074. 405/377-2000
OREGON: Joan Siebert, Spec., Voc. Equal Ed. Oppty., State Dept. of Ed., 700 Pringle Pkwy SE, Salem 97310. 503/378-3074
PENNSYLVANIA: Jacqueline Cullen, Sex Eq. Coord., State Dept. of Ed., Box 911, Harrisburg 17126. 717/787-4482
PUERTO RICO: Carmen Rivera, Sex Eq. Coord., Dept. of Ed., Voc. & Tech. Ed., PO Box 759, Hato Rey 00919. 809/753-9128
RHODE ISLAND: Linda Greenwood, Sex Eq. Spec., State Dept. of Ed., Bur. of Voc-Tech Ed., 22 Hayes St., Providence 02908. 401/277-2691
SOUTH CAROLINA: Annie Winstead, Consultant in Sex Eq., Div. of Voc. Ed., State Dept. of Ed., Rutledge Bldg., Columbia 29201. 803/758-8546
SOUTH DAKOTA: Larry Lungstad, Supr., Equality in Voc. Ed., State Dept. of Ed. State Office Bldg. #3, Pierre 57501. 605/773-4718
TENNESSEE: Andrea Pillo, Spec., Equal Voc. Oppty., State Dept. of Ed., 213 Cordell Hull Bldg., Nashville 37219. 615/741-1716
TEXAS: Cecil Yvonne Wright, Coord. for Equal Access to Voc. Ed., Occ'al Ed. & Technology, TX Ed. Agency, 201 E. 11th St., Austin 87701. 512/475-3129
UTAH: Barbara Hales, Equal Oppty. Spec., Div. of Voc. Ed., State Bd. of Ed., 250 E. 5th St., Salt Lake City 84111. 801/533-5871
VERMONT: Noreen O'Connor, Sex Eq. Coord., Voc-Tech Ed., State Dept. of Ed., Montpelier 05602. 802/828-3101
VIRGINIA: Elizabeth Hawa, Sex Eq. Coord., State Dept. of Ed., Richmond 23216. 804/786-2648
WASHINGTON: Beverly Postlewaite, Special Asst., Commission for Voc. Ed., State of WA, Olympia 98504. 206/753-5651
WEST VIRGINIA: Marlene Grady, Voc. Ed. Sex Eq. Coord., State Dept. of Ed., 1900 Washington St. E., Charleston 25305. 304/348-3925
WISCONSIN: SECONDARY. Barbara Bitters, Voc. Eq. Coord., Dept. of Public Instr., 125 S. Webster St., Box 7841, Madison 53707. 608/267-9252
POSTSECONDARY. Mary Thompson, Sex Eq. Coord., Voc. Tech. Adult Ed. Bd., 4802 Sheboygan Ave., Madison 53702. 608/266-1724
WYOMING: Verlyn Velle, Voc. Ed. Sex Eq. Coord., Equal Ed. Oppties., State Dept. of Ed., Hathaway Bldg., Cheyenne 82002. 307/777-7411

Women's Bureau

The Women's Bureau of the U.S. Department of Labor has existed for over sixty years, and publishes a broad range of excellent materials on the subject of women and work. Single copies are free. We have listed the ones on NTO in the bibliography, Appendix H. The Women's Bureau staff are also knowledgeable about NTO programs funded by the Department of Labor, such as the Urban League LEAP programs, and employers. Contact the regional office nearest you.

NATIONAL OFFICE

Women's Bureau
Office of the Secretary
U.S. Department of Labor
200 Constitution Ave., NW
Washington, DC 20210

REGION I: BOSTON

(CT, ME, MA, NH, RI, VT)

Vivian L. Buckles
WB, DOL
Room 1700-C JFK Bldg.
Boston, MA 02203
617/223-4036

REGION II: NEW YORK

(NJ, NY, PR, VI)

Mary E. Tobin
WB, DOL
1515 Broadway, Room 3575
New York, NY 10036
212/399-3445

REGION III: PHILADELPHIA

(DE, DC, MD, PA, VA, WV)

Dorothe Dow
WB, DOL
Gateway Bldg., Rm. 15230
3535 Market Street
Phila, PA 19104
215/596-1183

REGION IV: ATLANTA

(AL, FL, GA, KY, MS, NC, SC, TN)

Dolores Crockett
WB, DOL
1371 Peachtree St., NE
Room 737
Atlanta, GA 30309
404/881-4461

REGION V: CHICAGO

(IL, IN, MI, MN, OH, WI)

Sandra Frank
WB, DOL
230 S. Dearborn St., 8th Flr.
Chicago, IL 60604
312/353-6985

REGION VI: DALLAS

(AR, LA, NM, OK, TX)

Rhobia Taylor
WB, DOL
555 Griffin Square Bldg.
Room 505
Griffin & Young Streets
Dallas, TX 75202
214/767-6985

REGION VII: KANSAS CITY

(IA, KS, MO, NE)

Gwynn Gilliam
WB, DOL
2511 Federal Bldg.
911 Walnut Street
Kansas City, MO 64106
816/374-6108

REGION VIII: DENVER

(CO, MT, ND, SD, UT, WY)

Lynn Brown
WB, DOL
1432 Federal Bldg.
1961 Stout Street
Denver, CO 80202
303/837-4138

REGION IX: SAN FRANCISCO

(AZ, CA, HI, NV)

Madeline Mixer
WB, DOL
Federal Building, Rm. 11411
450 Golden Gate Avenue
San Francisco, CA 94102
415/556-2377

REGION X: SEATTLE

(AK, ID, OR, WA)

Lazelle Johnson
WB, DOL
Federal Office Building
Room 3032
909 First Avenue
Seattle, WA 98174
206/442-1534

Sex Desegregation Assistance Centers

Funded under Title IV of the Civil Rights Act of 1965, the sex desegregation assistance centers provide needs assessment services, technical assistance, training, and resources to publicly funded schools and school districts. All services are free. Contact the regional center nearest you.

ARIZONA

Sex Desegregation Training Inst.
University of Arizona
Mathematics 209
Tucson, AZ 85721
602/626-4477

CALIFORNIA

Sex Desegregation Training Inst.
University of California at Berkeley
c/o Campus Research Office
M-11 Wheeler Hall
Berkeley, CA 94720
415/642-1823

Sex Desegregation Training Inst.
University of Santa Clara
Division of Continuing Education
Santa Clara, CA 95053
408/984-4533

COLORADO

Sex Desegregation Training Inst.
University of Colorado at Denver
1100 14th Street
Denver, CO 80202
303/629-2663

DISTRICT OF COLUMBIA

Sex Desegregation Training Inst.
American University
School of Education
Massachusetts & Nebraska Avenues, NW
Washington, DC 20016
202/686-2194

MICHIGAN

Sex Desegregation Training Inst.
Wayne State University
505 Cass Avenue
Detroit, MI 48202
313/577-1857

MONTANA

Sex Desegregation Training Inst.
Rocky Mountain College
1500 Poly Drive
Billings, MT 59102
406/245-6151, X 214

NORTH CAROLINA

Sex Desegregation Training Inst.
University of North Carolina
School of Education
Peabody Hall, 037-A
Chapel Hill, NC 27514
919/966-5266

NORTH DAKOTA

Sex Desegregation Training Inst.
North Dakota State University
Division of Continuing Studies
Box 5595
State University Station
Fargo, ND 58105
701/237-7017

OREGON

Sex Desegregation Training Inst.
Portland State University
P.O. Box 751
Portland, OR 97207
503/229-4628

TENNESSEE

Sex Desegregation Training Inst.
University of Tennessee
College of Education
Knoxville, TN 37916
615/974-6638

TEXAS

Sex Desegregation Training Inst.
Stephen F. Austin State University
Box 6078
Nacogdoches, TX 75962
713/569-5307

Organizations

There are groups across the country whose areas of expertise relate to NTO: women and work, health, minority women, displaced homemakers, women in apprenticeship, career counseling for women, and many others. Write to find out the services and resources they can offer you.

AMERICAN VOCATIONAL ASSOCIATION
Vocational Education Equity
Council (VEEC)
2020 N. 14th Street
Arlington, VA 22201

AMERICAN WORKING WOMEN'S SUPPLY COMPANY
PO Box 100
Deer Park, NY 11729
(Work clothes and shoes in women's sizes)

ADVOCATES FOR WOMEN
414 Mason Street
4th Floor
San Francisco, CA 94108

ASIAN/PACIFIC WOMEN'S CAUCUS
413 N.E. 57th Street
Seattle, WA 98103

BLACK WOMEN'S AGENDA
1819 H Street, NW
Suite 900
Washington, DC 20006

CATALYST
14 E. 60th Street
New York, NY 10022

CHICANA COALITION
394 Willow Street
San Jose, CA 95110

COALITION OF LABOR UNION WOMEN
15 Union Square
New York, NY 10003
Has local chapters.

DISPLACED HOMEMAKERS NETWORK
c/o Business and Professional
Women's Foundation
2012 Massachusetts Ave, NW
Washington, DC 20036
Has local branches.

Education and women's committees of national unions, such as
- International Union of Electrical, Radio, and Machine Workers, AFL-CIO
- Communications Workers of America
- United Automobile Workers of America

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF BLACK AMERICANS IN VOCATIONAL EDUCATION
P.O. Box 23125
L'Enfant Plaza Station
Washington, DC 20204

NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION
P.O. Box 181068
Fort Worth, TX 76107
Also gives scholarships.

NATIONAL COMMISSION ON WORKING WOMEN
Center for Women and Work
1211 Connecticut Ave., NW
Suite 310
Washington, DC 20036

NATIONAL CONGRESS OF NEIGHBORHOOD WOMEN
1129 Catherine Street
Brooklyn, NY 11211

NATIONAL COUNCIL OF NEGRO WOMEN
1819 H Street, NW, Suite 900
Washington, DC 20006
Has New York Chapter, too.

NATIONAL URBAN LEAGUE
Labor Education Advancement Program (LEAP)
500 E. 62nd Street
New York, NY 10021

NATIONAL WOMEN'S EMPLOYMENT AND EDUCATION, INC.
P.O. Box 959
San Antonio, TX 78294

NATIONAL WOMEN'S HEALTH NETWORK
224 7th Street, SE
Washington, DC 20003

NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION
c/o U.S. Dept. of Labor
Women's Bureau
200 Constitution Ave., NW
Washington, DC 20210

OLDER WOMEN'S LEAGUE EDUCATIONAL FUND
3800 Harrison Street
Oakland, CA 94611

OPPORTUNITIES INDUSTRIALIZATION CENTERS OF AMERICA (OIC)
100 Coulter Street
Philadelphia, PA 19144

PUERTO RICAN LEGAL DEFENSE AND EDUCATION FUND
950 Madison Ave., Suite 1304
New York, NY 10157

UNION WOMEN'S ALLIANCE TO GAIN EQUALITY (WAGE)
P.O. Box 462
Berkeley, CA 94701

WIDER OPPORTUNITIES FOR WOMEN, INC.
1511 K Street, NW, Suite 345
Washington, DC 20005

WEEA (WOMEN'S EDUCATIONAL EQUITY ACT) PUBLISHING CENTER
Education Development Center
55 Chapel Street
Newton, MA 02160

WOMEN'S ACTION ALLIANCE
370 Lexington Ave., Room 603
New York, NY 10017

WOMEN'S EQUITY ACTION LEAGUE
805 15th Street, NW
Washington, DC 20005

WOMEN FOR RACIAL AND ECONOMIC EQUALITY
130 E. 16th Street
New York, NY 10003

WOMEN'S EMPLOYMENT RESOURCE CENTER
384 Whalley Avenue
New Haven, CT 06511

WOMEN'S OCCUPATIONAL HEALTH RESOURCE CENTER
School of Public Health
Columbia University
60 Haven Avenue, B-1
New York, NY 10032

WOMEN'S OUTREACH PROJECT
Technical Education Research Centers, Inc.
8 Eliot Street
Cambridge, MA 02138

WOMEN'S TECHNICAL INSTITUTE (FORMERLY WOMEN'S ENTERPRISES)
739 Boylston Street
Boston, MA 02116

Appendix D

NTO PROGRAM MAINTENANCE CHECKLIST

Once your program is well underway, there are some things that should be done to keep it running smoothly. Refer to this checklist periodically to make sure it is.

Are You ...

... Keeping everyone who matters informed of what is happening in the program?

... Updating your knowledge of companies' needs for skilled workers by talking with employers?

... Updating your information on growing (and declining) occupations?

... Updating your knowledge of occupational program requirements and school services?

... Updating your list of community services?

... Maintaining your role model file?

... Finding out which outreach methods work best?

... Analyzing your career exploration activities to find out which are most effective?

... In touch with women enrolled in NTO training on a regular basis?

... Updating your records to reflect women's recent progress?

... In touch with faculty about women's progress in class?

... Asking women what new topics they would like to cover in workshops?

... Making sure a support group is meeting regularly?

... Maintaining your job opening network?

... Keeping up your contacts with NTO women graduates?

... USING YOUR EVALUATION RESULTS TO IMPROVE YOUR PROGRAM?

APPENDIX E

SAMPLE OUTREACH MATERIALS

TNT

Think Non-Traditional

WORKSHOPS FOR THE MONEY MOTIVATED

DESIGNED TO ACQUAINT WOMEN WITH NON-TRADITIONAL CAREERS AND HELP THEM ACQUIRE THE TRAINING AND SKILLS NEEDED TO MAKE IT IN A MAN'S WORLD.

September 23 - October 16
7 - 9 p.m. Tuesday - Thursday

March 3 - 26
1 - 3 p.m. Tuesday - Thursday

Talk to employers and women who have been successful in fields such as drafting, appliance repair and electronics. Seminar includes up-to-date salary and job market information, visits to on-site job locations and an opportunity for "hands-on" experience. Follow-up services to help women update their skills are part of the workshop.

October 28 - November 20
Tuesday - Thursday 7-9 p.m.

The skilled trades - a viable career option for women. A look at the machine tooling trades and industrial apprenticeships. Workshop will provide an opportunity to visit plants, work with tools, and talk with representatives of employers and unions. Up to date salary and job information and follow-up services to assist women in updating their skills are part of the workshop.

For Information Call:

Judy Trombley
548-5460
between 9 - 1:00

Waukesha County Technical Institute
800 Main Street
Pewaukee, Wisconsin 53072

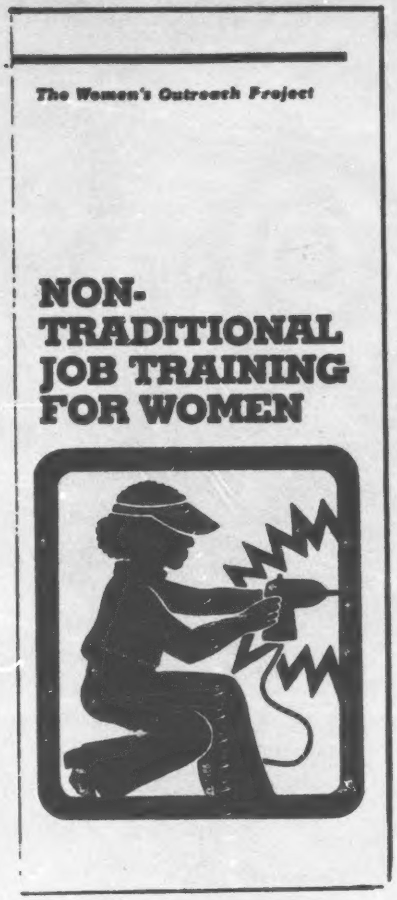
THERE IS NO SUCH THING AS A MAN'S JOB

electronic tester...camera repairer...pilot ...chemical engineering technician...civil engineering technician...auto mechanic ...energy efficiency technician...electrical technician...recording engineer...solar energy technician...technical illustrator...crystal technician...microbiology technologist...welding technician...TV and radio technician...aeronautic drafter...railway mechanic... drafter...air pollution technician...surveyor...elevator repairer air conditioning technician...oil heat serviceperson...business machine repairer...operating room technician ...electronic technician...telephone installer ...computer systems analyst...machinist... field service engineer...jewelry repairer... mechanical engineering technician...printer ...dairy technician...airplane mechanic... electric sign repairer...large appliance repairer...scientific glass blower...communications technician...landscape drafter... tool and die technician...engineering assistant...refrigeration mechanic...piano technician...electronics instructor...radiological technician...customer engineer...electronic inspector...projectionist ...chemistry technician...computer operator...typewriter repairer... heating system mechanic...statistician... locksmith...household appliance repairer... motorcycle mechanic...food technologist... marine mechanic...x-ray technician...optical lens grinder ...physical security technician...elevator mechanic...crime lab technician...designer...urban planning technician...

Women: isn't it time you earned more money? Find out if one of these well-paid, growing careers is right for you. The demand is great. Let us provide the facts and support your efforts. Take the first step, give us a call.

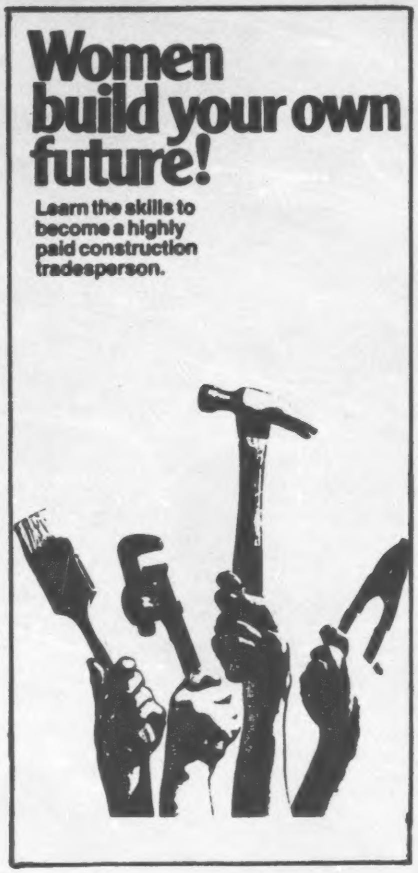
Project ACT
— 266-2243 —
Women's Enterprises of Boston
739 Boylston Street, Boston 02116

All services provided through ACT are free.



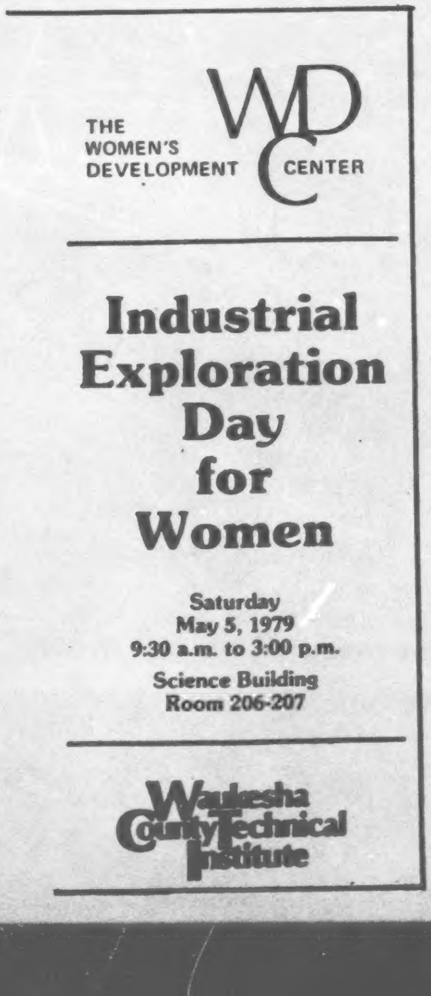
The Women's Outreach Project

NON-TRADITIONAL JOB TRAINING FOR WOMEN



Women build your own future!

Learn the skills to become a highly paid construction tradesperson.

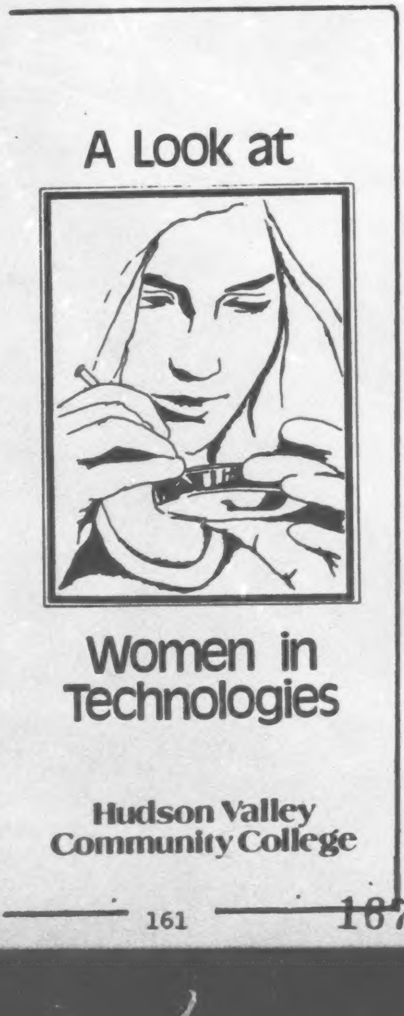


THE WOMEN'S DEVELOPMENT CENTER

Industrial Exploration Day for Women

Saturday
May 5, 1979
9:30 a.m. to 3:00 p.m.
Science Building
Room 206-207

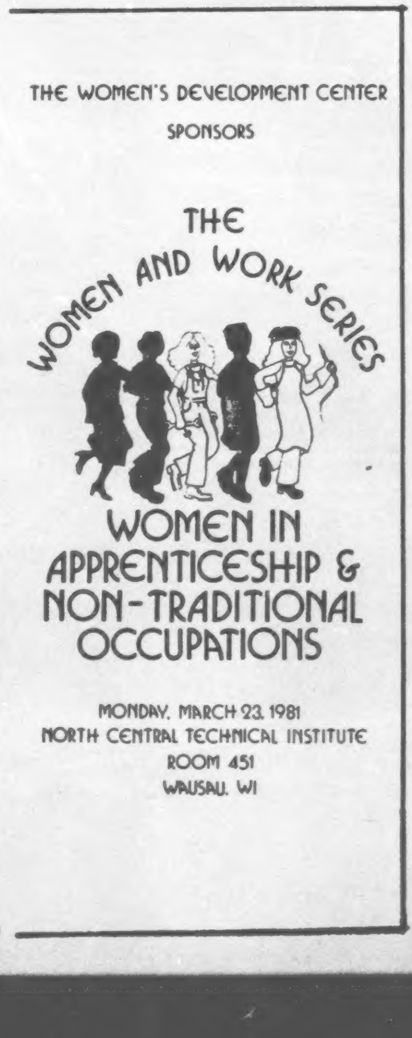
Waukesha County Technical Institute



A Look at

Women in Technologies

Hudson Valley Community College



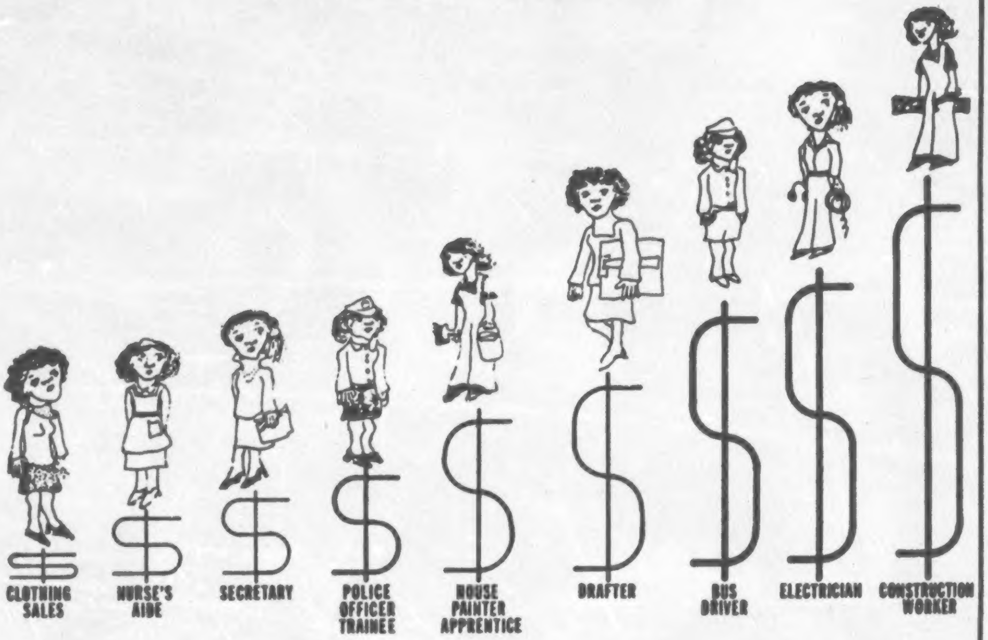
THE WOMEN'S DEVELOPMENT CENTER
SPONSORS

THE WOMEN AND WORK SERIES

WOMEN IN APPRENTICESHIP & NON-TRADITIONAL OCCUPATIONS

MONDAY, MARCH 23, 1981
NORTH CENTRAL TECHNICAL INSTITUTE
ROOM 451
WAUSAU, WI

NEW JOBS FOR WOMEN



WANT TO TRY SOMETHING NEW?
NEED A GOOD JOB?
WANT MORE MONEY AND HIGHER PAY?

FREE ADMISSION,

WHERE: ORLANDO PUBLIC LIBRARY
AUDITORIUM
WHEN: THURSDAY MARCH 19, 1981
9:15 A.M. – 1:15 P.M.

IF YOU NEED MORE INFORMATION
PLEASE CALL
628–8511

SPONSORED BY W.E.D.G.E., PROGRAM OF THE CENTRAL FLORIDA EDUCATIONAL CONSORTIUM FOR WOMEN

WORKING IN A MAN'S WORLD IS NOT ALWAYS EASY.

You sometimes have to work long, unusual hours. You might have to work overtime. Often the work is dirty, noisy, heavy, hot, or cold.

BUT IF YOU'D LIKE

- to work with your hands
- strenuous, physical activity
- outdoor or shop work
- on-the-job training
- good pay and a fulltime permanent job

A NON-TRADITIONAL JOB MAY BE FOR YOU!

Because there have been more males or females in certain jobs, they may be considered "men's work" or "women's work." Today, men and women are proving that almost all occupations are equally suitable for males and females.

Texas Panhandle women are currently working in these non-traditional jobs as well as many others:

- Carpenter
- Electrician
- Ironworker
- Plumber
- Painter
- Railroad Brake Operator
- Lawyer
- Laborer
- Heavy Equipment Operator
- Heavy Equipment Oiler
- Truck Driver
- Auto Mechanic
- Telephone Installer
- Medicine
- Drafter
- Welder
- Security Guard
- Department of Public Safety Trooper
- Insulator
- Electronics Technician

TRAINING FOR NON-TRADITIONAL CAREERS may be through an apprenticeship, successful completion of a vocational program, or on-the-job training.

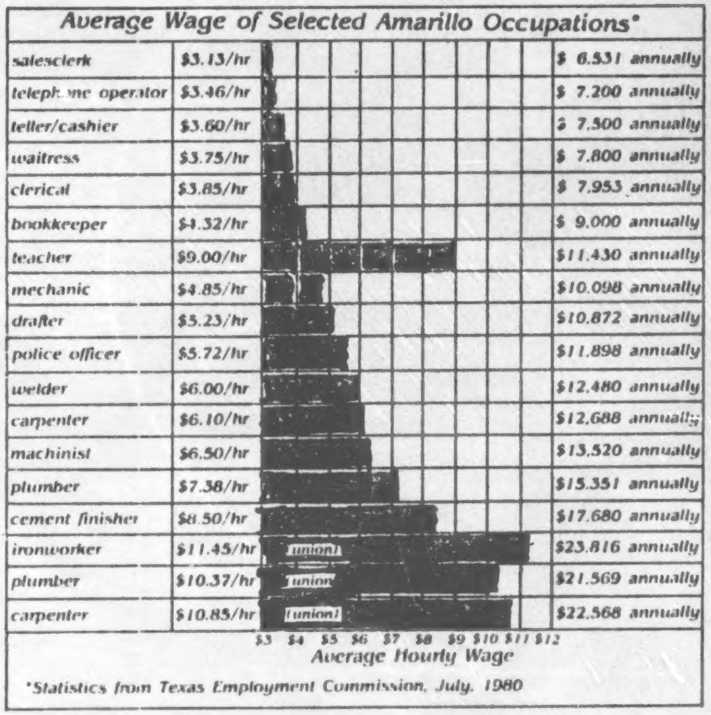
APPRENTICESHIP is learning a skilled trade through training on the job. Depending on the trade, apprenticeships require two to five years of training, plus related classroom instruction. Apprenticeships also involve a written agreement between trainer and trainee with regular wage increases.

AMARILLO COLLEGE offers vocational and technical training in many "non-traditional" careers. The average length of training is 18 months to two years. Career choices include:

- Electrical/Instrumentation
- Diesel Mechanics
- Commercial Electronics
- Auto Mechanics and Parts
- Welding
- Air-Conditioning and Refrigeration
- Drafting and Design
- Chemical Technology
- Law Enforcement
- Computer Electronics Technology
- Electronics Engineering Technology

Vocational training in other "non-traditional" careers is available at local trade schools.

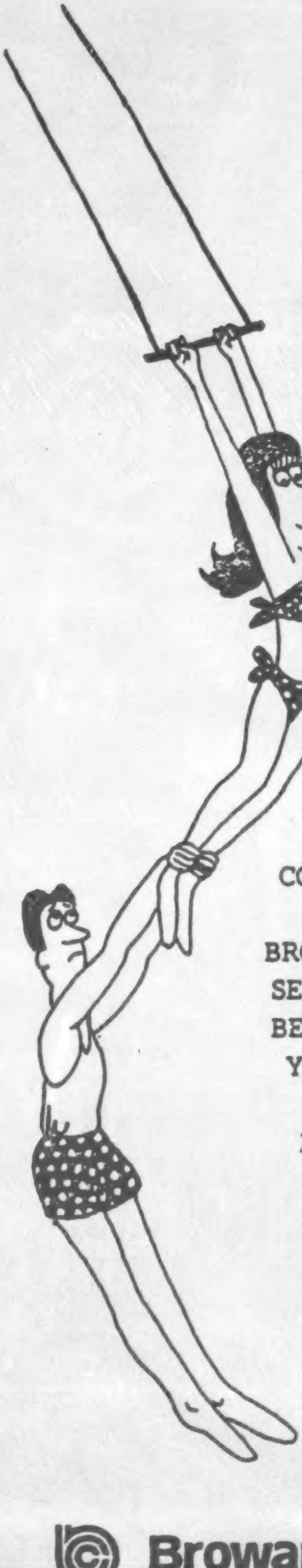
Amarillo College traditionally accepts all students for enrollment regardless of race, creed, color, national origin, or physical handicap.



Average Wage of Selected Amarillo Occupations*

salesclerk	$3.13/hr	$ 6.531 annually
telephone operator	$3.46/hr	$ 7.200 annually
teller/cashier	$3.60/hr	$ 7.500 annually
waitress	$3.75/hr	$ 7.800 annually
clerical	$3.85/hr	$ 7.953 annually
bookkeeper	$4.32/hr	$ 9.000 annually
teacher	$9.00/hr	$11.430 annually
mechanic	$4.85/hr	$10.098 annually
drafter	$5.23/hr	$10.872 annually
police officer	$5.72/hr	$11.898 annually
welder	$6.00/hr	$12.480 annually
carpenter	$6.10/hr	$12.688 annually
machinist	$6.50/hr	$13.520 annually
plumber	$7.38/hr	$15.351 annually
cement finisher	$8.50/hr	$17.680 annually
ironworker	$11.45/hr	$23.816 annually
plumber	$10.37/hr	$21.569 annually
carpenter	$10.85/hr	$22.568 annually

*Statistics from Texas Employment Commission, July, 1980



SWING INTO A JOB THAT PAYS: GO WHERE THE MONEY IS!

ARE YOU A WOMAN WHO IS LOOKING FOR A JOB THAT PAYS WELL, OFFERS GOOD BENEFITS AND AN OPPORTUNITY FOR ADVANCEMENT? BROWARD COMMUNITY COLLEGE MAY HAVE THE ANSWER.

BROWARD COUNTY EMPLOYERS ARE URGENTLY SEEKING WOMEN TO ENTER FIELDS THEY'VE NEVER BEFORE CONSIDERED. THE JOBS ARE WAITING FOR YOU!

FIND OUT WHERE THE JOBS ARE, WHAT THEY PAY AND HOW TO PREPARE FOR THEM.

BCC CAN HELP YOU ASSESS YOUR SKILLS AND INTERESTS AT NO CHARGE.

NOW YOU CAN GET TO THE TOP AND GRAB ALL THE OPPORTUNITIES, TOO!

For Information Call:
Broward Community College

Leslie Delman
Program Director
972-9100

project open

NON-TRADITIONAL OCCUPATIONS

DESIGN: MARCELLE TOOR PHOTOS: MARILYN RIVCHIN

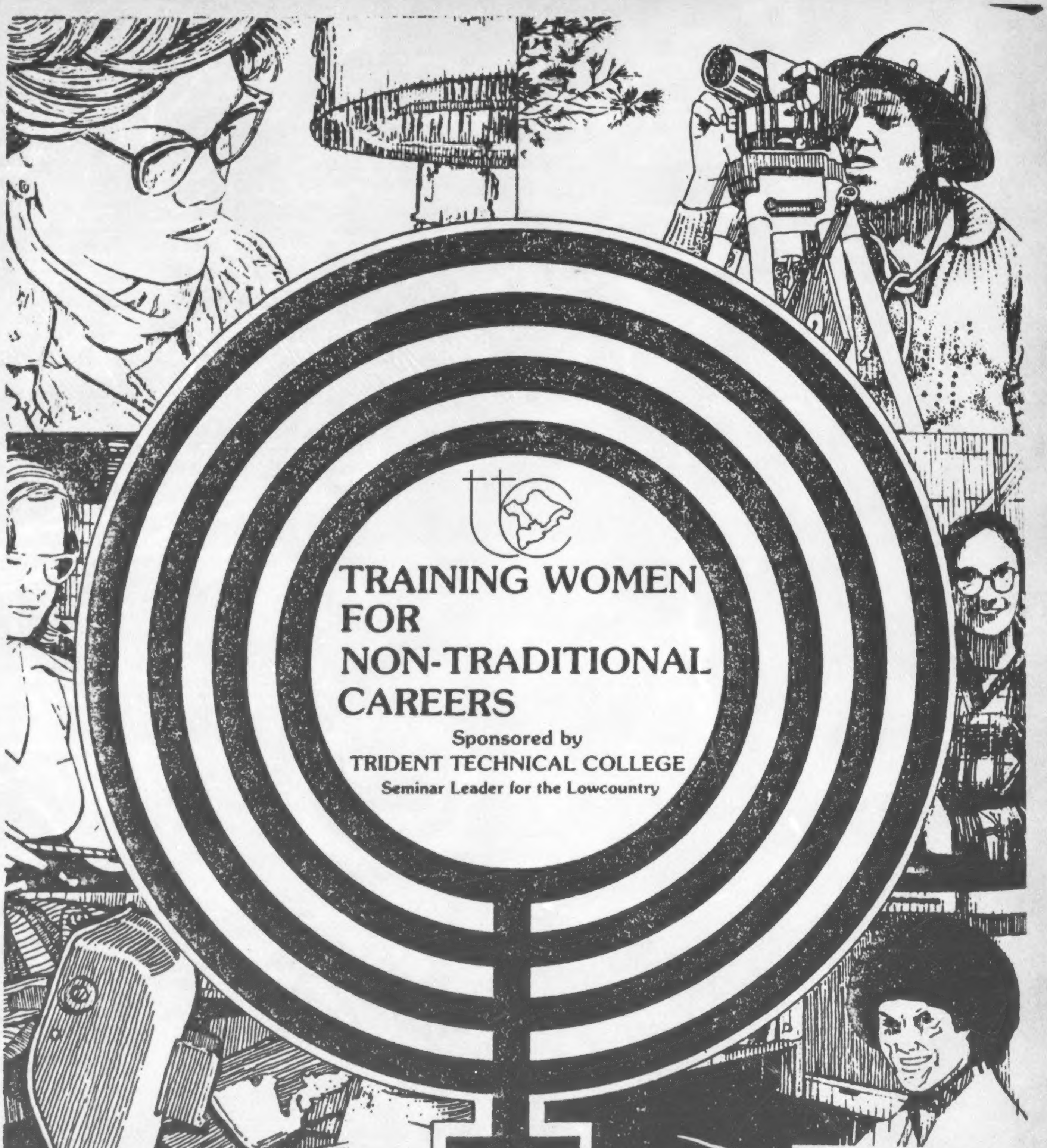
OPPORTUNITIES FOR WOMEN

NEED MORE INFORMATION?

For more information contact Sandra Rubaii, Director, Project OPEN, Tompkins Cortland Community College, 170 North Street, Dryden, NY 13053 (607) 844-8211, Ext. 454.

Project OPEN is supported through a grant approved by the Office of Higher Education under the Vocational Education Amendments Act of 1976.

Tompkins Cortland
Community College



TRAINING WOMEN FOR NON-TRADITIONAL CAREERS

Sponsored by
TRIDENT TECHNICAL COLLEGE
Seminar Leader for the Lowcountry

Holiday Inn Downtown
Charleston, South Carolina
May 5-6, 1980

APPENDIX F

SAMPLE FORMS

174

JOB APPLICATION QUESTIONNAIRE

FOR POSITION OF NTO PROGRAM COORDINATOR

The questions below are recommended for use in application forms for the position of NTO program coordinator. They elicit information on applicants' relevant experience and give you an idea of how they would approach the job. An added bonus is that the successful applicant has a running jump on the job thanks to this pre-planning.

We adapted the questions from the application form developed by Ruth Fossedal, Director of the Women's Development Center, Waukesha County Technical Institute, for the Women's Outreach Project field test.

1. Please describe the experience you have in any of the following areas:
    a. Career counseling for women
    b. Vocational-technical education
    c. Public speaking
    d. Writing
    e. Program planning

2. What types of people would you place on an eight-member advisory committee? Give names if possible.

3. What types of problems do you think your clients will have that should be addressed by the NTO program?

4. What school departments and services would you utilize?

5. Briefly outline a suggested outreach campaign.

6. Outline in paragraph form the curriculum you would develop for a career exploration (pre-vocational) course.

7. How many women do you think would --
    a. Enroll in each career exploration course (average)?
    b. Enroll in NTO training the first year?
    c. Be placed in NTO jobs or apprenticeships after two years?

8. Outline your action plan for the first month on the job.

RECORDKEEPING FORM

NTO WOMEN

NAME ______________________ HOME PHONE ______________

ADDRESS ______________________ WORK PHONE ______________

____

CURRENT JOB ______________________

AGE ______________________

EDUCATION ______________________

MARITAL STATUS ______________________

CHILDREN ______________________

GOAL ____

____

CONTACTS: e.g., appointments, services recommended and provided, workshops taken, problems, course enrollments, etc.

DATE	NOTES

RECORDKEEPING FORM

ROLE MODEL

NAME OCCUPATION

HOME PHONE WORK PHONE SOCIAL SECURITY NUMBER

HOME ADDRESS CITY ZIP

EMPLOYER ADDRESS CITY ZIP

RELEVANT PAST EMPLOYMENT:

Position	Employer	Dates

Can she be contacted at work? YES___ NO___

Can she be visited by NTO women at work? YES___ NO___

Person to be contacted ___

Title ___ Phone ___

KEY FEATURES AS A ROLE MODEL (e.g., education, training, family responsibilities, career path, how she arrived at her present position, attitude toward job)

PARTICIPATION RECORD

Date	Group	Notes

EVALUATION OF INDUSTRY TOUR

Adapted from the Transition to Technology Program,
Evergreen Valley College, San Jose, California

NAME (OPTIONAL) ____

LOCATION OF TOUR ____

DATE ____

1. How did the tour help you learn things that have not been covered in class?

   ____

2. Was the tour given at a good time during the semester? YES___ NO___

   If not, why not? ____

3. In what ways were the speakers helpful or not helpful? ________________

   ____

4. Could you hear what was being said? YES___ NO___ SOME OF THE TIME___

5. Could you see what was being demonstrated? YES___ NO___ SOMETIMES___

6. Could you understand what was being presented? YES___ NO___ SOMETIMES___

7. Was the tour a good length of time? TOO LONG___ TOO SHORT___ JUST RIGHT___

8. In what ways was the tour's format effective or ineffective? ______________

   ____

9. Did the tour answer your questions on career opportunities in this industry?

   YES___ NO___ If not, what wasn't answered? ________________________

   ____

10. Did the tour help you make decisions relating to your job choice?

    YES___ NO___ If yes, in what way? ________________________

    ____

11. Please give us suggestions for the next time this tour is given. __________

    ____

EVALUATION OF OPEN HOUSE

Adapted from Form Developed By
Northern Essex Community College

NAME (Optional) ______________________ PHONE ______________

ADDRESS ______________________________________

CITY ______________________ STATE __________ ZIP __________

1. Why did you attend this Open House? ______________________

____

____

2. Did the Open House match your reasons for attending?

YES____ NO____ SOMEWHAT____ WHY? ______________

____

3. What was your opinion of the panel presentation?

EXCELLENT___ GOOD___ FAIR___ POOR___ WHY? ______________

____

4. What was most helpful to you at the Open House? ______________

____

____

5. What should have been included in the Open House? ______________

____

____

6. Other comments or suggestions ______________________

____

____

APPENDIX G

SEXUAL HARASSMENT POLICY

Ronald Fitzgerald
Superintendent-Director

Clifford Easton
Assistant Superintendent
Academic Programs & Planning

Renzo Ricciuti
Assistant Superintendent
Technical Programs

William Callahan
Principal

MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRIC

ACTON • ARLINGTON • BELMONT • BOXBOROUGH • CARLISLE • CONCOR
LEXINGTON • LINCOLN • STOW • SUDBURY • WAYLAND • WESTO

758 MARRETT ROAD, LEXINGTON, MASSACHUSETTS 02173 (617) 861-680

November 6, 1980

GUIDELINES FOR RECOGNIZING AND DEALING WITH SEXUAL HARASSMENT

Definition: Sexual harassment is UNWANTED sexual attention from peers, subordinates, or supervisors, customers, clients or anyone the victim may interact with in order to fulfill job or school duties, where the victim's responses may be restrained by fear of reprisals. The range of behaviors includes: verbal comments, subtle pressure for sexual activity, leering, pinching, patting and other forms of unwanted touching, as well as rape and attempted rape.

Dimensions of the problem: A 1976 national survey of 9,000 employed women conducted by Redbook magazine found that 9 out of 10 respondents had experienced unwanted sexual attention at work. Seventy percent of the victims said they found the situation embarrassing and demeaning. Sexual harassment is a problem in every school as well as in every workplace. Students experience it from other students and occasionally from faculty members. Faculty members experience it from other faculty members.

Effects on the victim: The victim may be in the office or school less in order to avoid the harassment (more sick days taken). The victim's enjoyment of and pride in work is often undermined or destroyed because the victim is forced to spend time and energy fending off humiliating sexual advances. There can also be physical and psychological effects similar to those experienced by rape victims. Professional counseling may be necessary.

Legal aspects: Court cases have found sexual harassment in the workplace to be a violation of Title VII of the Civil Rights Act of 1964. This is the law which protects workers in a school. Students are protected from sexual harassment under the provisions of Title IX, since courts have found sexual harassment to be a form of sex discrimination. If sexual harassment involves a minor student in a school setting, it can also be considered a criminal offense under laws relating to child abuse.

Grievance procedures: Title IX requires that specific grievance procedures be published. These relate to the manner in which suspected violations of the law are handled. These may be found on page 7 of the booklet, Equal Educational Opportunities for Everyone, published by Minuteman Tech for all staff members and students. Because of the sensitive nature of complaints relating to sexual harassment, certain special provisions need to be made for these procedures. They are as follows:

1. Any complaints relating to sexual harassment should be referred to either Beverly Lydiard, Linda Kulow Upton or Karen Prentice for investigation.
2. When the complaint has come from a female student or faculty member, a female counselor or a female member of the Title IX/622 Committee should be present at all discussions and meetings involving the case. When the complaint has come from a male student or faculty member, a male counselor or a male member of the Title IX/622 Committee should be present at all discussions or meetings involving the case.
3. It is particularly important when a complaint has been brought by a student

to have a supportive Title IX representative or counselor present during the investigation to make it easier for the student to discuss such a delicate issue and to be sure that the elements of the complaint are properly represented and fair to both parties.

4. The investigating group should be kept as small as possible to protect the confidentiality of the information and to keep the investigation from becoming an inquisition.

Retaliation: Retaliation in any form against any person who has filed a complaint relating to sexual harassment is forbidden. If it occurs it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student.

Confidentiality: It is expected that those involved with sexual harassment investigations will protect the confidentiality of all information relating to the case.

Ron Fitzgerald

Ron Fitzgerald
Superintendent-Director

Appendix H

BIBLIOGRAPHY AND AUDIOVISUALS

Annotated references are included on these topics:

- Apprenticeship
- Assertiveness training
- Audiovisuals
- Background reading
- Black women
- Career exploration
- Child care
- Continuing Education
- Curriculum
- Directories and bibliographies
- Employers
- Financial aid
- Legal rights
- Math
- NTO program models
- Sexual harassment
- Tokenism
- Women's Bureau publications
- Workshop materials

APPRENTICESHIP

Apprenticeship and Other Blue Collar Job Opportunities for Women, by Valerie Wheat. Women's Educational Equity Communications Network, 1978, 29 pp. Available through ERIC Clearinghouse on Adult and Vocational Education; ask at your library. Apprenticeships: what they are, how to get in, requirements, what the work is like. Physical demands of various trades. Resources and bibliography.

Problems of Women in Apprenticeship, by Roslyn D. Kane et al., Rj Associates, 1977, 147+ pp. Available from publisher, 1018 Wilson Blvd., Arlington, VA 22209. Comprehensive summary of barriers women face in apprenticeship: in women's background, gaining admission, and the apprenticeship experience. Report on a national survey. Sobering but essential preparation.

See also: "Women's Bureau Publications," Audiovisuals.

ASSERTIVENESS TRAINING

Responsible Assertive Behavior, by Arthur J. Lange and Patricia Jakubowski. Research Press, 1976, 323 pp. Available commercially in paperback or from the publisher: 2612 N. Mattis, Champaign, IL 61820. Guide for trainers. Understanding what assertiveness is (and isn't), exercises, conducting multi-session training programs, job interview preparation, more.

Self-Assertion for Women, by Pamela Butler. Harper & Row, 1981, 328+ pp. Available commercially in paperback. Excellent, easy-to-read self-help book; also useful in workshops. Understanding assertiveness, verbal and nonverbal messages, setting limits, criticism, assertiveness with men, more.

Check your bookstore and library, too.

AUDIOVISUALS

Bibliographies:

Women in Nontraditional Employment: A Selected List of Publications, Slides, and Films, Women's Bureau, U.S. Department of Labor, 1979, 7 pp., free. Available from publisher, Washington, DC 20210. Brief annotations, but focused on NTO.

Women and Work: New Options. A Guide to Nonprint Media, by Linda Artel, Women's Educational Equity Communications Network, 1979, 76 pp. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Films, filmstrips, videotapes, cassettes, slides, photograph sets, and games. Very helpful annotations.

Audiovisuals:

Anything You Want to Be. Film, 8 min., B&W, 1971. Available from New Day Films, Box 315, Franklin Lakes, NJ 07417. Rental, $18.50; sale, $117. Thought-provoking satire that questions whether girls really can grow up to be anything they want. How socialization through parents and teachers changes a high school student's goals. Good discussion starter.

The Apprentice. Film, 26 min., C. Available from Bureau of Apprenticeship and Training, Employment and Training Administration, U.S. Department of Labor, 601 D Street N.W., Washington, DC 20213. Rental: free. Interviews with women and men apprentices on the job.

Count Me In: Educating Women for Science and Math. Videocassette, 30 mins., B&W, 1977. Available from the WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160. Rental: $5; sale: $34. Film of college-level program designed to interest and prepare young women for careers in math and science: role models, counteracting math avoidance, career exploration internship program.

Increasing Job Options for Women. Slides/audiocassette, 10 mins., C, 1978. Available from regional officesa of Women's Bureau (see Appendix C). Rental: free. Women working in a variety of NTO jobs -- professional, technical, administrative, and managerial workers in the skilled trades. Reviews employer responsibilities.

Legal Rights of Women Workers. Slides/audiocassette, 6 mins., C, 1978. Available from regional offices of the Women's Bureau (see Appendix C). Rental: free. Cartoon drawings illustrate women performing NTO jobs, explaining their rights to equal employment opportunity, job training and promotion, and equal pay. Information about job interviews and testing. Script included.

New Perspectives: Women in Nontraditional Jobs. Videotape, 20 mins., C, 1975. Available from Media Resource Center, Employment and Training Administration, 601 D Street N.W., Washington, DC 20213. Rental: free. Staff training film. Includes interviews with two women, a bus driver and a shipfitter; each tells how she got her job and talks about her work and how it feels to be in a traditionally male job.

Rosie the Riveter. Film, 60 mins., C, 1980. Available from Clarity Educational Productions, Inc., P.O. Box 315, Franklin Lakes, NJ 07417. Rental: $85 for academic institutions; sale: $795. A historically rich look at the 18 million NTO women who held jobs in factories and shipyards during World War II. Five black and white women relate their memories of the work, their feelings of fulfillment, and how they were forced to quit at the end of the war. Newsreels from the period are included. Highly recommended.

Stepping Out and Stepping In. Filmstrips, 20 mins. each, C, 1979. Available from Wisconsin Vocational Studies Center, 964 Educational Science Bldg., 1025 W. Johnson Street, Madison, WI 53706. Sale: $60 per filmstrip; 20-day approval option. Stepping Out: a middle-aged teacher-turned-welder talks about her career change, with focus on job and home changes. Personal and realistic. Stepping In: Two NTO specialists narrate the need to get ready, physically and emotionally. Emphasizes women's strong commitment to NTO. Both come with facilitator's handbook and participant's leaflet.

A Tale of "O": On Being Different. Synchronized slide/tape or videotape. 27 mins., with instructor's guide. Rental to academic institutions: $50; to others, $150. 19-minute training version with instructor's manual, one-day preview, $50. Presentation by Rosabeth Moss Kanter. Available from Goodmeasure, Inc., P.O. Box 3004, Cambridge, MA 02139. Animated story of what happens when a lone O joins a group of X's. The abstraction helps viewers focus on tokenism as a social dynamic by eliminating the cultural baggage of sex or race stereotyping.

TNT: Think Non-Traditional. Videotape, 30 mins., C, 1981. Jefferson Vocational Education Region (KY). Available free when request is accompanied by a blank, 30-minute, 3/4" videocassette from Connie Quinn, Coordinator of Information, Capital Plaza Tower, Room 1207, Frankfort, KY 40601. Upbeat documentary showing women in training for NTO. Lively and realistic interviews with white and black women.

Union Maids. Film, 48 mins., B&W, 1976. Available from New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417. Rental: $40-60; sale: $450. Oral history of women's role in labor unions in the 30's by means of interviews with three women who became union organizers. They talk about the needs of working women in an environment of the sexist attitudes of managers and union leaders and about racial discrimination.

Why Not a Woman? Film, 26 mins., C, 1976. Available from AFL-CIO Library, Department of Education, 815-16th Street N.W., Washington, DC 20006. Rental: $3.00. On NTO women in skilled craft jobs (includes machinist, lathe operator, warehouse worker, others). Many interviews of employers and supervisors as well, making this a good film to show to employer groups as well as NTO women.

BACKGROUND READING

Conference on the Educational and Occupational Needs of Black Women, Vol. 2: Research Papers. U.S. Department of Education, 1975 (reprinted 1980), 261 pp. Available from the National Institute of Education, Washington, DC 20208. Excellent essays on subjects of importance to black women, including socialization of black girls, job education, counseling black women, black women who head families, day care needs, more.

Counseling Programs and Services for Women in Non-Traditional Occupations, by Helen S. Farmer. National Center for Research in Vocational Education, 1978, 56 pp. Available from the publisher, Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Review of research on NTO-related topics, including who the NTO women are, counseling services, role models, support programs, apprenticeship, more.

National Survey of Working Women: Perceptions, Problems, and Prospects. National Commission on Working Women, 1979, 21 pp. Available from publisher, 1211 Connecticut Avenue N.W., Suite 310, Washington, DC 20036. Highly instructive survey report on the concerns and satisfactions of women working in several occupational areas (including blue collar and technical) as well as non-employed women.

Women and the Workplace: The Implications of Occupational Segregation, Martha Blaxall and Barbara Reagan, editors. University of Chicago Press, 1976, 326 pp. Available commercially in paperback. Good collection of research essays on "men's" work and "women's" work: social institutions, history, economic dimensions, and combatting occupational segregation.

Women Working: Theories and Facts in Perspective, Ann H. Stromberg and Shirley Harkness, editors. Mayfield Publishing Co., 1978, 458 pp. Available commercially in paperback. Comprehensive and stimulating overview of women's work experience: the economics of women's work, minority women, legal protection, inequalities in the labor force, work in mid-life, women in blue-collar occupations, more.

See also: "Women's Bureau Publications."

BLACK WOMEN

The Black Woman, an anthology edited by Toni Cade. New American Library, 1974, 251 pp., $1.95. Available commercially in paperback. Essays, stories, and poems by and about black women: politics, racism in education, black male/female relationships, child-raising, and personal experiences that have shaped their lives. Experiences of black womanhood in their own voices.

Black Women in the Labor Force, by Phyllis A. Wallace. MIT Press, 1980, 163 pp. Available commercially in hardback. Essential for understanding the realities of black women's situation in the labor market. Cultural and economic factors as they relate to occupational status, education, work schedules, children, and especially earnings; how labor market policies affect black women. Statistics, bibliography.

Black Women in White America: A Documentary History, edited by Gerda Lerner. Vintage Books, 1973, 630 pp., $3.95. Available commercially in paperback. Interviews with black women workers, union organizers, women in political life, women in benevolent societies. The network of women's organizations reveals what the past was like and how they managed to survive.

"The Dialectics of Black Womanhood" by Bonnie Thornton Dill in Signs: Journal of Women in Culture and Society. University of Chicago Press, Spring 1979, p. 543-555. Available from the publisher, 5801 Ellis Avenue, Chicago, IL 60637. An outstanding article which provides profound insights into black families and black women's long history of participation in the labor force, which molded many into economically independent, resourceful, hardworking women.

Tomorrow's Tomorrow: The Black Woman, by Joyce A. Ladner, Doubleday Anchor Books, 1972, 296 pp. Available commercially in paperback. The black community is presented as an autonomous social system which regulates its own behavior. Discussion of how black women and their families have made healthy adjustments to "conditions not intended to promote their well-being." Black womanhood in historical perspective, growing up black, becoming a woman, more.

CAREER EXPLORATION

Career Change, by Paul Ferrini and L. Allen Parker. Technical Education Research Centers, 1978, 212 pp. Available from the publisher, 44 Brattle Street, Cambridge, MA 02138. Provides reader with a general perspective on career change programs for students, employees, and clients. Stresses need for support services. Exemplary career mobility programs in industry. Case studies, bibliography.

A Counselor's Guide to Occupational Information: A Catalog of Federal Career Publications. U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 2042, 1980, 60 pp. Available from publisher, Washington, DC 20212. Invaluable resource. Lists titles, prices, and access information for occupational information, special groups (including women and minorities), apprenticeship, financial aid, job search, career education, more. Bibliographies, appendices.

Conversations: Working Women Talk About Doing a "Man's Job," Terry Wetherby, editor. Les Femmes Publishing, 1977, 269 pp. Available commercially in paperback or from publisher, 231 Adrian Road, Millbrae, CA 94030. Interviews with women working in blue collar, technical, and professional jobs usually held by men. Includes butcher, welder, electrical mechanic, and handyperson(!), among others.

Earning a Breadwinner's Wage: Non-Traditional Jobs for Women on AFDC. Women's Enterprises, 1977, 48 pp. Available from publisher, 739 Boylston Street, Boston, MA 02116. Simply written and attractively presented, the booklet describes the pros and cons of NTO, some NTO jobs, CETA training, welfare eligibility implications. For NTO program staff: counseling NTO women, working with employers.

Nontraditional Jobs for Women: A Resource Guide for Connecticut Women and Career Counselors. Permanent Commission on the Status of Women, Hartford, 1981, 80 pp. Available from the publisher, 6 Grand Street, Hartford, CT 06115. Introduction to NTO in print, charts, photos, and drawings. Excellent overview, including job descriptions, pros and cons, how to explore the possibilities, more. Helpful despite Connecticut orientation.

Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics. Bulletin 2075, 1980-81 edition, 661 pp. Available from the Government Printing Printing Office, Washington, DC 20402. Revised every two years, this is the basic reference work for occupational information: jobs, salaries, projected demand, training requirements, working conditions, places of employment, more.

Time for a Change: A Woman's Guide to Nontraditional Occupations, by Constance Drake Cauley. Technical Education Research Centers, 1981, 81 pp. Available from publisher, 44 Brattle Street, Cambridge, MA 02138. The companion volume to The Nuts and Bolts of NTO. The advantages of NTO, mythical barriers (sex-role stereotyping, physical strength, etc.), real barriers (finances, child care, harassment, discrimination, etc.) and how to overcome them. Descriptions of ten NTO jobs, sources of help, what to do next.

What to Do About Sex Bias in Testing, by Carol Kehr Tittle, U.S. Department of Health, Education, and Welfare, 1979, 18 pp. Available from the ERIC Clearinghouse on Tests, Measurement, and Evaluation. Ask at your library. How to tell if career interest inventories, aptitude tests, and achievement tests are sex fair, and what to do about it if they're not.

See also: "Women's Bureau Publications," "Curriculum," "Audiovisuals."

CHILD CARE

A Parent's Guide to Child Care, Center for Systems and Program Development, Inc., 1980, 74 pp. Available from the Government Printing Office, Washington, DC 20402. A guide for parents on choosing among different types of day care, resolving common problems, and finding sources of day care for handicapped and non-handicapped children.

"Who Will Mind the Children?" by Judy Foreman. Boston Globe, 1980, 22 pp. Available from publisher, Boston, MA 02107. Reprint of series on child care: what we can learn from France, Sweden, and East Germany to improve child care in American communities, and exemplary public and industry-based child care programs.

See also: "Women's Bureau Publications."

CONTINUING EDUCATION

Continuing Education: Re-Entry and the Mature Woman, compiled by Kathy Cirksena and Fran Hereth, 1977, 20 pp. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Annotated bibliography of references and resources on the mature woman student, counseling resources, programs, more.

The Educational Needs of Re-Entry Women, Project on the Status and Education of Women, 1981. Available from publisher, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009. A series of 10- to 15-page pamphlets, $5.00 per packet.

Packet 1
"Overview of Re-Entry Women: Meeting the Enrollment Challenge"
"Re-Entry Women: Relevant Statistics"
"Recruitment and Admissions: Opening the Door for Re-Entry Women"
"Barriers to Re-Entry Women: College Transfer Policies, Residency and Graduation Requirements"
"Re-Entry Women: Special Programs for Special Populations"

Packet 2
"Confidence and Competence: Basic Skills Programs and Refresher Courses for Re-Entry Women"
"Re-Entry Women: Part-Time Study, Full-Time Commitment"
"Student Support Services: Re-Entry Women Need Them, Too"
"Re-Entry Women and Graduate School"
"Getting an Education without Getting a Degree: Certificate Programs, Continuing Education Units, and Courses without Credit"

Packet 3
"Financial Aid: Helping Re-Entry Women Pay College Costs"
"Campus Child Care: A Challenge for the 80's"
"Obtaining a Degree: Alternative Options for Re-Entry Women"
"The Counseling Needs of Re-Entry Women"
"Re-Entry Women: A Short Selected List of Bibliographies"

Vocational Counseling for Displaced Homemakers: A Manual. Project Second Look, Education Development Center, Inc., 1980, 34 pp. Available from publisher, 55 Chapel Street, Newton, MA 02160. Counseling displaced homemakers: assessing their skills, identifying and resolving problems through support services, the job search, more. Appendix of displaced homemakers organizations, programs, and specialists. Also companion volume: *A Resource Guide for Vocational Educators and Planners*.

CURRICULUM

Industrial Orientation, by Leslie Rasor and Valerie Brooks, Lane Community College, 1980, approx. 100 pp. Available from publisher, 4000 East 30th Avenue, Eugene, OR 97405. Curricula for hands-on tryouts for women in drafting, construction, machine shop, industrial environments (classroom component), blueprint reading, woodshop, and electronics.

Opening Trade Barriers: A Training Blueprint, by Monica Pugh and Jari Himes. Fort Wayne Women's Bureau, Inc., 1979, 137 pp. Available from publisher, 203 W. Wayne Street, Suites 307-315, Fort Wayne, IN 46802. How to set up a pre-apprenticeship program for women: program planning, assessing skills and aptitudes, physical fitness, tool usage and recognition, assertiveness, sexual harassment, more. Specifies materials and tools needed. Training instructions, handouts.

See also: "Directories and Bibliographies."

DIRECTORIES AND BIBLIOGRAPHIES

Guide to Women's Resources, Office of Sarah Weddington, The White House, 1980, 32 pp. Available from The White House, Washington, DC 20500. Contact information for over 400 organizations in a variety of areas of importance to women, including ethnic and minority, civil rights, education, labor, older women, women's rights, more.

National Directory of Women's Employment Programs: Who They Are, What They Do. Women's Work Force, 1979, unpaginated, $7.50. Available from Wider Opportunities for Women, Inc., 1511 K Street N.W., Washington, DC 20005. Descriptions of 140 organizations that provide direct services for women; assistance to employers, unions, and schools on women's employment; and/or research or advocacy activities.

Nontraditional Resources Catalogue, Opening Trade Barriers. Fort Wayne Women's Bureau, 1980, 49 pp. Available from publisher, 203 W. Wayne Street, Suites 307-315, Fort Wayne, IN 46802. References on articles, films, publications, aptitude tests, slides and cassettes, wall charts, apprenticeship centers and agencies. Primarily on women and the trades.

Products Catalog. National Center for Research in Vocational Education. 1980-81 edition, 165 pp. Available from publisher, Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Revised annually, catalog lists publications by the Center, including adult education, business/industry/labor, career change, sex equity, evaluation, staff training, more.

Resources for Sex Equity, Women's Educational Equity Act Publishing Center. Available from publisher, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160. Catalog issued annually containing print and audiovisual resources produced under Women's Educational Equity Act Program grants. Staff development, curriculum materials, counseling and guidance, career development, more.

Where to Find BLS Statistics on Women. U.S. Department of Labor, Bureau of Labor Statistics, Report 612, 1980, 10 pp. Available from publisher, Washington, DC 20212. Directory of BLS publications concerning women: labor force status, earnings, education, union memberships, more.

EMPLOYERS

Affirmative Action and Equal Employment: A Guidebook for Employers. U.S. Equal Employment Opportunity Commission, 1974, 70 pp. (plus Volume 2, Appendices). Available from the Government Printing Office, Washington, DC 20402. Information for employers on anti-discrimination laws and details on how to develop an effective affirmative action program.

Working for You: A Guide to Employing Women in Nontraditional Jobs, by Louisa G. Hart, Wider Opportunities for Women, Inc., 1979, 24 pp. Available from publisher, 1511 K Street N.W., Washington, DC 20005. Written for employers, the booklet covers: why hire NTO women, recruitment, the break-in period, long-term effects, and bibliography.

See also: "Women's Bureau Publications."

FINANCIAL AID

Directory of Financial Aids for Women, by Gail Ann Schlachter, Reference Service Press, 1978, $15.95. Available from publisher, 9023 Alcott Street, Suite 201, Los Angeles, CA 90036. Lists scholarships, fellowships, loans, grants, internships, awards, and prizes primarily or only for women.

Federal Financial Aid for Men and Women Resuming Their Education or Training, U.S. Department of Education, 1981, 15 pp. Available from the Government Printing Office, Washington, DC 20402. Sources of federal financial aid, eligibility requirements, how to apply, list of state scholarship agencies.

Paying for your Education: A Guide for Adult Learners. College Entrance Examination Board, 1980, 65 pp., $3.50. Available from College Board Publication Orders, Box 2815, Princeton, NJ 08541. How to cut costs, aid for full- and part-time study, how to shop for and compare financial aid resources, how and when to apply, and sources of further information.

Selected List of Postsecondary Education Opportunities for Minorities and Women, compiled by Linda Byrd-Johnson and Carol J. Smith, 1980 edition, 106 pp. Available from the Government Printing Office, Washington, DC 20402. Financial aid for minorities and women in selected fields (including engineering and science) as well as general sources. Emphasis on support for professional degrees.

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See: "Women's Bureau Publications" and "Audiovisuals."

MATH

Beating the Numbers: A Math Careers Program Handbook, by Ferol Breymann, 1981, 152 pp. Available from the WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160. How to organize a basic math and counseling program to help women improve their job options: planning the program, details and materials for five math modules and eight counseling workshops.

"Math Anxiety, Math Avoidance, and Re-Entry Mathematics." A series of four books on the topic from the Institute for the Study of Anxiety in Learning, 1980. Available from publisher, 1610 New Hampshire Avenue N.W., Washington, DC 20009. The books are:

Paths to Programs for Intervention, by Sheila Tobias and Elaine C. Melmed, Approx. 200 pp. A catalog of programs in the United States and Canada to help adult learners overcome cultural and emotional barriers to math learning. Many entries contain sample materials.

Resource Catalog for Practitioners, edited by Sheila Tobias and Carol Weisbrod, 9 pp. Annotated bibliography of research, audiovisuals, programs, popular articles, and other resources on math anxiety and avoidance. Emphasis on women.

Resource Manual for Counselors and Math Instructors, prepared by Bonnie Donady and Susan B. Auslander, 93 pp. Workshop guides and materials on reducing math anxiety. Many exercises.

Self-Help Kit for Students, prepared by Mitchell Lazarus, 88 pp. In reassuring language, exercises to assess math anxiety and eliminate the negative emotions in math. Stresses everyday math needs such as supermarket totals and restaurant checks.

Math Without Fear, by Carol Gloria Crawford. New Viewpoints/Vision Books, 1980, 218 pp., $7.95. Available commercially in paperback. Useful for math students (especially women), tutors, and workshop leaders, the book covers word problems, ratios, percentages, algebra, geometry, statistics, probability. Some exercises, mostly calm explanations.

Overcoming Math Anxiety, by Sheila Tobias. Houghton Mifflin, 1978, 284 pp., $5.95. Available commercialy in paperback. The book that started the movement. The nature of math anxiety, math and sex, whether there is a non-mathematical mind. Suggestions for dealing with word problems, everyday math, and overcoming math anxiety. Lists programs, resources, and organizations.

Women and Mathematics: An Information Packet. Women's Educational Equity Communications Network, undated, unpaginated. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Reprints of important articles on women and math, including Lucy Sells' "Mathematics -- A Critical Filter," resource lists of projects, programs, and associations.

See also: "Audiovisuals."

NTO PROGRAM MODELS

Tomorrow's Training Today: A Guide for Introducing Young Women to Technology, by Carol A. Wood and Joan E. Johnson, Women's Enterprises of Boston, Inc., 1981, 42 pp. Available from publisher, 739 Boylston Street, Boston, MA 02116. A replication model of program designed to introduce low-income women between ages 14 and 21 to technical occupations. Appendix contains management and program materials, plus short resource list.

Vocational Education Equity Study, Volume 3: Case Studies and Promising Approaches, by Jeanette D. Wheeler et al., American Institutes for Research, 1979, approx. 200 pp., $8.20. Available from publisher, Publications Office, P.O. Box 1113, Palo Alto, CA 94302. Part of a federally mandated study of sex equity in vocational education, this book gives detailed descriptions of 12 exemplary NTO programs and highlights of 12 others.

See also: "Women's Bureau Publications."

SEXUAL HARASSMENT

Sexual Harassment: A Report on the Sexual Harassment of Students, by Frank J. Till, National Advisory Council on Women's Educational Programs, 1980, 35 pp. Available from publisher, 1832 M Street N.W., Suite 821, Washington, DC 20036. Unusual in that it focuses on the school environment. Many quotations from women illustrating the range of the problem, legal remedies, what schools and students can do.

Sexual Harassment in the Workplace: A Conference Report, by Patricia Stover and Yvonne Gillies, 1979, 69 pp. Available from the Program on Women and Work, Institute of Labor and Industrial Relations, University of Michigan/Wayne State University, 108 Museum Annex, Ann Arbor, MI 48109. Excellent report on the speeches and workshops: how to use the legal system, personal strategies, management procedures and practices, emotional and economic results, selected workshop handouts, more.

Sexual Harassment of Working Women: A Case of Sex Discrimination, by Catherine A. MacKinnon. Yale University Press, 1979, 312 pp., $5.95. Available commercially in paperback. Analysis of the problem from the viewpoint of the law, labor market theory, economics, and sociology. Scholarly but excellent for understanding the problem in a broader, non-personal context.

Sexual Shakedown: The Sexual Harassment of Women on the Job, by Lin Farley. Warner Books, 1980, 288 pp., $2.50. Available commercially in paperback. Popular account of the problem: how common it is, history, and how it happens to women in both traditional and nontraditional jobs.

TOKENISM

Men and Women of the Corporation, by Rosabeth Moss Kanter. Basic Books, Inc., 1977, 348 pp. Available commercially in paperback. A fascinating description of how sex roles shape behavior, attitudes, and achievement in the corporate setting, but the lessons to be learned here extend far beyond this limit. Chapter 8, "Numbers: Minorities and Majorities" is on tokenism as a social dynamic.

See also: "Audiovisuals."

WOMEN'S BUREAU PUBLICATIONS

Available from the Women's Bureau, U.S. Department of Labor, Washington, DC 20210. Single copies of all publications are free. The most relevant publications for NTO purposes are the following:

About the Women's Bureau

"The Women's Bureau: Working for Equality in Employment for Women." Leaflet 1, 1979. Also in Spanish. Free.

"Publications of the Women's Bureau." Leaflet 10, 1980. Also in Spanish. Free.

Facts About Women Workers

"Twenty Facts on Women Workers," 3 pp., 1980. Free.
"Economic Responsibilities of Working Women," 5 pp., 1979. Free.
"Facts About Women Heads of Households and Heads of Families," 9 pp., 1979. Free.
Charts, 8-1/2 x 11 inches, 1980. Free:
  Contribution of Wives' Earnings to Family Income.
  Women are Underrepresented as Managers and Skilled Craft Workers.
  Most Women Work Because of Economic Need.
  Fully Employed Women Continue to Earn Less than Fully Employed Men.
"The Earnings Gap Between Women and Men," 22 pp., 1979, $1.50.
"Working Mothers and their Children," 11 pp., 1977.

Careers and Job Options

"Job Options for Women in the 80's," Pamphlet 18, 22 pp., 1980.
"Women in Apprenticeship: There's a Future In It!" Leaflet 58, 1980.
"A Woman's Guide to Apprenticeship," Pamphlet 17, 30 pp., 1980, $2.25.
"Searching for a Job in the Construction Industry: Some Tips for Women," 5 pp., 1979.
"Bibliography on Women in Apprenticeship," 1 p., 1979.
"Sources of Assistance for Recruiting Women for Apprenticeship Programs and Skilled Nontraditional Blue-Collar Work," 6 pp., 1978.
"Women in Nontraditional Jobs: A Program Model."
  "Boston: Nontraditional Occupations Program for Women," 79 pp., 1978, $2.50.
  "Denver: Better Jobs for Women," 60 pp., 1978.
"Women in Nontraditional Jobs: A Conference Guide -- Increasing Job Options for Women," 32 pp., 1978, $1.60.

Special Groups

"Employment and Economic Issues of Low-Income Women: Report of a Project," 21 pp., 1978.
"Young Women and Employment: What We Know and Need to Know About the School-to-Work Transition." Report of a conference. 91 pp., 1978, $2.75.
"Adelante, Mujer Hispana: A Conference Model for Hispanic Women." Some portions in Spanish. 55 pp., 1980.
"Women of Puerto Rican Origin," 4 pp., 1977.
"Minority Women Workers: A Statistical Overview," 14 pp., 1977, $1.00.
"Mature Women Workers: A Profile," 12 pp., 1976, $0.35.
"WUW -- The Washington Union Women's Group," 25 pp., 1978.

Special Areas

"CETA Journey: A Walk on the Women's Side." Pamphlet 19, 35 pp., 1980.
"Affirmative Action Recruitment Kit." Materials for employers.
"Looking for a Grant: A Kit for Groups Seeking Financial Assistance," 1978.

Child Care

"Child Care Centers Sponsored by Employers and Labor Unions in the United States," 10 pp., 1980.
"Community Solutions for Child Care." Report of a conference. 105 pp., 1979, $3.50.

Standards and Legislation

"Brief Highlights of Major Federal Laws on Sex Discrimination in Employment," 6 pp., 1980.
"A Working Woman's Guide to Her Job Rights." Leaflet 55, 1979, $1.60.
"New Regulations to Help Open Nontraditional Jobs to Women." Consumer information leaflet; construction industry and apprenticeship. 2 pp., 1978.
"Measures Providing Protection Against Sex Discrimination in Employment." Consumer information leaflet, 2 pp., 1980.

WORKSHOP MATERIALS

Counseling and Guidance, by Patricia L. Wolleat et al., Wisconsin Department of Public Instruction, 1978, 128 pp. Available from the WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160. Trainer's guide and resource materials on sex equity in vocational education for workshops with counselors. Many handouts and activities.

Expanding Nontraditional Opportunities for Vocational Education Students. Ellis Associates, Inc., 1977, approx. 200 pp. Available from publisher, 5822 East 58th Street, Tulsa, OK 74135. Materials for trainers and trainees in secondary and postsecondary vocational education. Package focuses on the why's of NTO, recruitment, barriers to NTO, minority women, legislation, more. Questions, activities, and transparency masters.

Expanding Roles . . . Bingo: A Game of Fun and Facts About Expanding Work and Family Roles. Undated, unpaginated. Project MOVE, SUNY College of Technology, 811 Court Street, Utica, NY 13502. Game modeled on bingo to increase understanding of how work and family roles are changing, for 10 to 30 players. Directions, materials, suggested variations.

Unlocking Nontraditional Careers: Sex Equity Training Package. National Center for Research in Vocational Eduction, 1981. Available from publisher, Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Four-volume series, including:

Recruitment Skills, by Rodney K. Spain, 76 pp. Workshop for recruiters of NTO students. Benefits to vocational educators, working with journalists, writing PR materials. Sample recruitment materials.

Communication Skills, by Judith A Sechler, 153 pp. Workshop for vocational students to help them adapt to a changing work world. Assessing communication patterns (unintended sex bias), verbal and nonverbal communication, and coping with sexual harassment.

Enhancing Placement, by Judith A. Sechler, 161 pp. Workshop for employers, advisory committees, and vocational educators. Status and motivation of NTO students, myths and stereotypes, positive interactions, and collaborative placement strategies.

Young Women in Nontraditional Occupations. McClure-Lundberg Associates, undated, 191 pp. Available from publisher, 1717 Massachusetts Avenue N.W., Suite LL-1, Washington, DC 20036. Trainers' and participants' materials for a three-day workshop on employment counseling and job development for women, with emphasis on NTO. Although the focus is on CETA, the book is a useful resource in vocational education, too.

See also: "Audiovisuals" and "Directories and Bibliographies."

APPENDIX I

From November 1979 to January 1980 the staff of the Women's Outreach Project interviewed the coordinators of NTO programs across the country to obtain detailed information on what works (and what doesn't) in an NTO program. There were some programs in existence at that time we were unable to interview, and some we did interview have since closed their doors. Many others have been established since January 1980. This list of 166 NTO programs therefore cannot be considered definitive. Nevertheless, the program coordinators listed in this appendix are an excellent source of guidance and support for you as you start or improve your own NTO program.

Our format is as follows: program title, sponsoring institution, address, telephone, contact person, and funding source.

ALABAMA

Program for Displaced Homemakers, Enterprise State Jr. Coll., Enterprise 36330, 205/347-5431, Mary Bauer, Prog. Dir., CETA

ALASKA

Alaska Plan Policy Board, Hometown Plan Bd., 517 W. Northern Light Blvd., Suite A, Anchorage 99503, 907/276-1313, Marva Williams, state govt.

ARIZONA

Tucson Young Women's Co., Inc., PO Box 2364, Tucson 85702, 602/622-1146, Jane Bruce, Prog., Dir., CETA
Flagstaff Women's Resource Center, Women's Commission/City Council, 3 N. Laroux, Suite 201, Flagstaff 86001, 602/774-1008, Bd. of Trustees, CETA
Tucson Skills Center, Pima Cnty. Comm. Coll. Dist., 2202 W. Anklam Rd., Tucson 85709, 602/623-8456, Mary Hamman, CETA, voc ed, other

ARKANSAS

Outreach Training Program, Bldg. & Const. Trades Cncl, 1015 Louisiana, Suite 202, Elrock Bldg., Little Rock 72202, 501/372-6018, Shirley Wilkins, CETA
Women in Nontraditional Jobs Project, Ark. Dept. of Labor, Capitol Hill Bldg, 2nd flr., Little Rock 72201, 501/370-5395, Pat West, CETA, voc ed, st. govt

CALIFORNIA

New Career Opportunities for Women, Dept. of Empl. & Trng., 1020 W. 17th St., Merced 95340, 209/726-7324, F. Delaine Drake, CETA
Bay Area Construction Opportunity Program, 2301 Valdez St., Rm 305, Oakland 94612, 415/451-6628, Dennis Lockett, CETA
Women in Apprenticeship Program, Inc., 25 Taylor St., Suite 617, San Francisco 94102, 415/673-3925, Susie Suafai, CETA

COLORADO

Career Exploration in Nontraditional Jobs for Women, Comm. Coll. of Denver, Red Rocks Campus, 12600 W. 6th Ave., Golden 80401, 303/988-6160, Joyce Torney, voc ed
Better Jobs for Women, YWCA/ City of Denver, 1038 Bannock, Denver 80204, 303/893-3534, Sandy Carruthers, CETA
Joint Apprenticeship Training Committee, Union Painting/Contractors Assoc., 521 Marion St., Denver 80218, 303/722-0857. N/A, union, industry
Rocky Mountain Energy & Environmental Technology Center, 1001 E. 62nd Ave., Denver 80216, 303/497-2725, Dick Hoppe, CETA, voc ed, industry

CONNECTICUT

Electric Boat of General Dynamics, Eastern Point Rd., Groton 06340, 203/446-3709, Bruce Gregory, Trng. Mgr., CETA, industry
Labor Education Advancement Program (LEAP), Urban League of Greater Hartford, 269 Barbour St., Hartford 06120, 203/522-0211, Judith Jones, USDOL
Linkage Programs, Dept. of Voc. Ed., State of CT, PO Box 2219, Hartford 06115, 203/566-7546, Eric Ott, Bus. & Ind./Ed. Liaison Officer, voc ed, ind., other
New Jobs for Women, YWCA, 135 Broad St., Hartford , 203/525-1163, Vivian Najema Boutin, CETA, state govt.
Women in Technology, Counseling Ctr. of Hartford Coll. for Women, 1283 Asylum Ave., Hartford 06105, 203/ 527-4111, Carolyn Tertes, voc ed

DELAWARE

Introduction to Non-Traditional Occupations, Wilmington Skills Ctr., 1401 N. Market, Wilmington, 302/654-5392, Barbara Walker, voc ed

DISTRICT OF COLUMBIA

Minority Training Program, DC Chapter, Natl. Elect. Contractors & Local 26, Intnl. Brthrhd. of Elect. Workers Assoc., 6220 Kansas Ave., NE, DC 20011, 202/829-2325, Larry Greenhill, union
Pre-Apprenticeship Training, Natl. Assoc. of Home Bldrs., Manpower Dept., 15th & M Sts. NW, DC 20005, 202/452-0200, Phillip Pollochak, CETA, local govt.
National Joint Painting, Decorating & Drywall Apprenticeship Committee, United Unions Bldg., 1750 N.Y. Ave. NW, DC 20006, 202/783-7770, Gary Monroe, CETA
Working Women, Wider Opportunities for Women, 755 8th St. NW, DC 20001, 202/783-5160, Susan Gilbert, CETA

FLORIDA

WENDI, Office of Continuing Education for Women, Brevard Comm. Coll., 1519 Clearlake Rd., Cocoa 32922, 305/632-1111, Muriel Heimer, voc ed, CETA
Sex Equity Program in Vocational Education, Santa Fe Comm. Coll., PO Box 1530, Gainesville 32602, 904/377-5161, Barbara Kennedy, voc ed
Labor Education Advancement Program (LEAP), Urban League, 829 Pearl St., Jacksonville 32202, 904/356-8336, Sam Holman, CETA
WAGE, Dist. School Bd. of Pasco Cnty, Old Cemetery Road, Trilby, 813/996-3600 X 328, Reid Wentz, voc ed
Change Center, Miami-Dade Comm. Coll., North Campus, 11380 NW 27th Ave., Miami 33167, 305/685-4273, Jan Armstrong, voc ed
Displaced Homemakers, Pinellas Cnty. Schs., St. Petersburg Voc-Tech Inst., 900 34th St. S, St. Petersburg 33711, 813/895-3671, Virginia Sehifeil, voc ed

HAWAII

Construction Apprenticeship Program, Constr. Ind. Mgmt. Assoc., Bldg. Trades Cncl., 547 Halekauwila St., Rm. 217, Honolulu 96813, 808/533-6435, Cherlyn Logan, industry, other

IDAHO

Women in Construction, Boise YWCA, 720 W. Washington, Boise 83702, 208/343-3688, Vicki Riggins, CETA

ILLINOIS

Carpenters Apprenticeship Training, Joint Apprenticeship Committee, 12 E. Erie, Chicago, 312/337-0185, Adolf Dardar, union
Chicago Urban Skills Institute, City-wide Assessment Ctr., 185 Wabash St., 9th flr., Chicago 60609, 312/269-8320, Jackie Lamb, CETA, voc ed
Women's Program, Chicago Urban League (LEAP), 5243 W. Madison St., Chicago 60644, 312/287-4655, Marilyn Greene, CETA, state govt.
Apprenticeship Training Program, Electromotive Div. of Gen. Motors, 9301 W. 55th St., La Grange 60525, 312/387-6000, Linda Groves, industry
Apprenticeship Outreach Program, Tri-City Bldg. & Constr., 1800 3rd Ave., Rock Island 61201, 309/788-3324, Ted Lockhart, union

INDIANA

Women in Construction, Indiana Univ., PO Box 758, Bedford 47421, 812/279-9751, Tom Stigall, USDOL
Women's Employment & Counseling Center, 44 Main St., Rm. 106, Champaign 61820, 217/359-3800, Nada Davidson, CETA
IVY Tech, Indiana Vocational-Technical Coll., 646 Franklin St., Columbus 47201, 812/372-9925, Debbie Nicosen, voc ed, state govt.
Intra Local, 405 10th St., Columbus, 812/376-9614, Diana Knight, CETA
Recruitment and Training Program (RTP), 4613 Magoun, E. Chicago 46312, 219/397-5860, Barbara Davis, USDOL, foundation
Opening Trade Barriers, Fort Wayne Women's Bureau, 203 W. Wayne St., Suite 315, Fort Wayne 46802, 219/424-7994, Jari Himes, voc ed
Women's Center of Columbus, Inc., 641 Washington St., Room 5, Columbus 47201, 812/379-4648, Barbara Ray, CETA, foundation
Nontraditional Employment Outreach, YWCA, 4460 Guion Rd., Indianapolis 46254, 317/299-2750, Rosalie Kelly, CETA

IOWA

Employment Project, Iowa Commission on the Status of Women, 507 10th St., Des Moines 50319, 515/281-4461, Louise Lex, CETA
Opportunity Center, Kirkwood Comm. Coll., PO Box 2068, Cedar Rapids 52406, 319/398-5411, Angie Brown, voc ed

KANSAS

Pre-Apprenticeship Class, Kaw Valley Trng. Ctr., United Brthrhd. of Carpenters, 10 Allen St., PO Box 417, Perry 66073, N/A, Bob Thiry, union, ind., CETA
Topeka Apprenticeship Outreach Program, HRDI Development Institute, AFL-CIO, 1231 Eugene St., PO Box 8127, Topeka 66608, N/A, Tony Salazar, CETA, union

KENTUCKY

Increasing the Enrollment of Females in Nontraditional Vocational Training, Jefferson Voc. Ed. Region, 3101 Bluebird La., Jeffersontown 40299, 502/267-7491, Gloria Goldstein, voc ed
Creative Employment Project, 608 S. 3rd St., Louisville 40202, 502/585-5550, Betsy Jacobus, CETA
Displaced Homemakers Program, Displ. Hmks. Ctr. 1212 W. 11th St., Owensboro 42301, 502/685-4964, Marilyn Fentress, voc ed, CETA

LOUISIANA

Women and Employment, LA Bureau for Women, 530 Lakeland, Baton Rouge 70802, 504/342-2715, Eleanor Shirley, CETA

MAINE

Sex Equity Project in Nontraditional Careers, Southern ME Voc Tech, Fort Rd., S. Portland 04106, 207/799-7303, Julie Silverman, voc ed, CETA

MARYLAND

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